

**BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING  
2015-16  
(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 and vision and to achieve the five strategic priorities: We are called to live a culture of Catholic faith and community; We are called to live a culture of excellence and learning for all; We are called to live a culture of innovation; We are called to live a culture of respectful relationships and responsible governance; and We are called to live a culture of stewardship in the use of all resources. This plan is monitored on an ongoing basis and will be reported on in January and June.

**STRATEGIC PRIORITY: WE ARE CALLED TO LIVE A CULTURE OF CATHOLIC FAITH AND COMMUNITY**

<p style="text-align: center;"><b>Goals to Support Student Achievement and Well-Being IF WE...</b></p>	<p style="text-align: center;"><b>Success Criteria (How will we know that we have achieved our goals?)</b></p>
<p>1.1 Promote the integration of the Ontario Catholic School Graduate Expectations (OCSGE) through curriculum planning, expectations of students and staff, and professional development.</p>	<ul style="list-style-type: none"> <li>• Visible evidence of the OCSGEs in cross-curricular planning.</li> <li>• In-service opportunities include a direct link to the OSCGE and our faith.</li> <li>• Evidence of school practices supporting the attainment of the Ontario Catholic School Graduate Expectations are highlighted on the website, newsletters and through parish bulletins.</li> </ul>
<p>1.2 Ensure that our faith is visible in all aspects of our organization.</p>	<ul style="list-style-type: none"> <li>• Create a K to 12 working group to develop a plan in support of faith development throughout the system.</li> <li>• APGs and policies reflect our Catholic faith.</li> <li>• The physical environments of all work sites both inside and out are reflective of our faith.</li> <li>• All students and staff have the opportunity to participate in community service and social justice activities.</li> <li>• School contributions to our local and global communities are promoted through our website, newsletters, media releases and social media.</li> <li>• The school, home and parish partnership is promoted.</li> </ul>
<p>1.3 Develop adult faith formation through retreat opportunities, newsletters and employee orientation.</p>	<ul style="list-style-type: none"> <li>• Engage principals/Vice-Principals and Senior Administration in a joint yearly faith retreat.</li> </ul>

	<ul style="list-style-type: none"> <li>• Prayer at monthly principals meetings organized and facilitated by principals.</li> <li>• Annual Faith day for staff.</li> <li>• NTIP orientation includes faith development.</li> <li>• School and CEC staff had opportunities to participate in liturgical celebrations and prayer services.</li> <li>• Newsletters focused on faith development have been prepared and shared with staff.</li> </ul>
1.4 Continue to support an active Catholic Parent Involvement Committee (CPIC).	<ul style="list-style-type: none"> <li>• Schools will be represented on the CPIC.</li> <li>• Feedback from the June CPIC meeting is shared with the Committee and action is taken to address the focus areas identified.</li> <li>• Parent Reaching Out Grant funds are used to enhance parent engagement throughout the system.</li> <li>• CPIC facilitates second annual Catholic Advisory Council learning session.</li> <li>• Communication between the school, the board and the home has been enhanced.</li> </ul>

**STRATEGIC PRIORITY: WE ARE CALLED TO LIVE A CULTURE OF EXCELLENCE AND LEARNING FOR ALL**

<b>Goals to Support Student Achievement and Well-Being IF WE...</b>	<b>Success Criteria (How will we know that we have achieved our goals?)</b>
2.1 Develop a K-12 Professional Learning plan to support the School Improvement Plan for Student Achievement and Well-Being (SIPSA-WB) goals to enhance staff efficacy in literacy, numeracy, the promotion of well-being and assessment.	<ul style="list-style-type: none"> <li>• The K-12 PD plan addressed all areas of priority.</li> <li>• Staff survey results indicate that the PD plan has met their needs and increased their efficacy.</li> <li>• The Learning Support Services Team has deepened their understanding of Inquiry Learning as demonstrated through the support provided at the school and system levels.</li> <li>• The K-12 Achieving Excellence chart has guided learning at the school and system levels.</li> </ul>
2.2 Promote an environment where continuous learning is prevalent.	<ul style="list-style-type: none"> <li>• All teachers have completed and submitted an Annual Learning</li> </ul>

	<p>Plan (ALP) to their Principal. In their evaluation year, the teacher and principal have met to review the ALP. The ALP is attached to the Appraisal.</p> <ul style="list-style-type: none"> <li>• The appraisal process included a pre-observation, observation and post observation.</li> <li>• All principals completed and submitted an Annual Growth Plan (AGP) to their Supervisory Officer. The AGP was discussed during a school visit.</li> <li>• A new ALP form has been completed and the pilot project has been expanded with select CEC staff.</li> </ul>
<p>2.3 Increase retention rates in FSL and Regular programs in all grade levels.</p>	<ul style="list-style-type: none"> <li>• Retention data has been gathered and analyzed.</li> <li>• Reviewed and revised exit survey and implemented survey use consistently.</li> <li>• Policy EL 140 Parent and Graduating Survey and EL 140A Parent Survey for Student Exit have been reviewed, updated and are being implemented consistently.</li> <li>• Established an action plan to increase student retention.</li> </ul>
<p>2.4 Reduce the achievement gap for students paying particular attention to First Nations, Metis and Inuit (FNMI), Students in Care, Students in Applied courses and students with special education needs.</p>	<ul style="list-style-type: none"> <li>• Student Success, Guidance and Special Education supports are aligned and focused.</li> <li>• Suspension rates are decreased.</li> <li>• Report card data, EQAO results, mark distribution and credit accumulation are improved.</li> <li>• Data is analyzed and an action plan is developed to reduce the gap.</li> <li>• Cohort graduation rates have improved.</li> <li>• The system PA day focused on equity and reducing the gap has taken place and staff efficacy has increased.</li> <li>• All schools will be equitably supported by Itinerant Resource Teachers.</li> </ul>
<p>2.5 Increase the literacy achievement of students in FDK to the end of Grade 2</p>	<ul style="list-style-type: none"> <li>• Student self-regulation is increased.</li> <li>• All teachers focus on developing oral language as foundational to literacy learning.</li> <li>• Report card data indicates improved student results in literacy.</li> <li>• Students of concern have been identified and a reading intervention program has taken place.</li> </ul>

<p>2.6 Support and promote continuous learning opportunities for all staff</p>	<ul style="list-style-type: none"> <li>• 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 (families of school) and VP specific meetings.</li> <li>• Staff has had the opportunity to attend learning opportunities that support their job/position.</li> <li>• Potential successors have been provided knowledge transfer opportunities.</li> <li>• Completed and implemented the revised process for P/VP leadership identification process and eligibility list.</li> </ul>
<p>2.7 Support and guide student achievement and well-being through regular school visits (minimum 3 times per year) by Senior Admin, School Effectiveness Framework (SEF) support visits and regular student success meetings at the school level.</p>	<ul style="list-style-type: none"> <li>• Principals, SOs, Director use common SIPSA-WB template to guide meaningful regular dialogue to meet the needs of students and staff.</li> <li>• The Senior Administrative Council discusses the results of school visits at least twice annually.</li> </ul>
<p>2.8 Implement the FSL strategic plan.</p>	<ul style="list-style-type: none"> <li>• The number of Grade 12 students successfully completing the DELF has increased.</li> <li>• 7 to 12 students are aware of the DELF and its components.</li> <li>• The number of students in FSL programs is increased and sustained overtime.</li> <li>• Students in FSL programs are supported through the itinerant French immersion Resource teacher and classroom practice as demonstrated by their results.</li> <li>• Teachers have received professional development supports to enhance classroom practice in FSL.</li> <li>• French is the language of communication in all FSL classrooms as monitored through principal, SO and Director visits.</li> <li>• 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.</li> </ul>
<p>2.9 Deepen the First Nation, Metis, Inuit (FNMI) strategy.</p>	<ul style="list-style-type: none"> <li>• Aboriginal support worker promoted self-ID at open houses.</li> <li>• Enhanced ID campaign is in place.</li> <li>• The number of students and parents that voluntarily self-ID has</li> </ul>

	<p>increased.</p> <ul style="list-style-type: none"> <li>• Supports for secondary students have been increased.</li> <li>• Teachers have received support to review their FNMI data to support the improvement planning process.</li> <li>• Collaborative Inquiry focused on FNMI is in place in 2 schools (St. David and St. Charles College).</li> <li>• Programs focused on developing awareness and esteem building are in place at both elementary and secondary levels.</li> <li>• Consultation has been ongoing with elders and other First Nation, Metis, Inuit experts through an FNMI Advisory Committee.</li> </ul>
2.10 Begin the recruitment of International students.	<ul style="list-style-type: none"> <li>• Developed marketing materials and website has been updated.</li> <li>• Identified key markets and participated in recruitment activities.</li> <li>• 5 to 10 International Students have been enrolled for the 2016-17 school year.</li> <li>• Developed partnerships with key partners to support student success.</li> <li>• Resident students have further developed their cultural understanding, appreciation and acceptance of all students.</li> </ul>

**STRATEGIC PRIORITY: WE ARE CALLED TO LIVE A CULTURE OF INNOVATION**

<p align="center"><b>Goals to Support Student Achievement and Well-Being IF WE...</b></p>	<p align="center"><b>Success Criteria (How will we know that we have achieved our goals?)</b></p>
<p>3.1 Implement a plan for transition from First Class to Office 365.</p>	<ul style="list-style-type: none"> <li>• Transition plan for implementation of Office 365 is developed and adopted by February 2016.</li> <li>• Provided learning opportunities for all employee groups to transition to Office 365.</li> </ul>
<p>3.2 Develop a clear vision and expectation on the integration of technology to enhance student achievement.</p>	<ul style="list-style-type: none"> <li>• A clear vision and expectations for the integration of technology has been developed and widely shared with staff by January 2016.</li> <li>• Communication approach has been enhanced.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is increased access to a variety of tools for student use at the school (laptops, ipads, bring your device).</li> <li>• Student focus groups results indicate increased access.</li> <li>• The number of teachers who encourage the use of personal devices for learning in the classroom has increased.</li> <li>• Students report having greater access to technology for learning.</li> </ul>
3.3 Promote and support a culture of integrated risk taking, creativity and innovation throughout the organization.	<ul style="list-style-type: none"> <li>• Staff has been encouraged to bring forward new ideas and to explore new ways of doing things.</li> <li>• Innovative practices and activities have been 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.</li> <li>• Upgraded accounting system (ALTUS) for schools and board office are in place.</li> <li>• Successful implementation of the Cashless school software in all schools.</li> </ul>

**STRATEGIC PRIORITY: WE ARE CALLED TO LIVE A CULTURE OF RESPECTFUL RELATIONSHIPS AND RESPONSIBLE GOVERNANCE**

<b>Goals to Support Student Achievement and Well-Being IF WE...</b>	<b>Success Criteria (How will we know that we have achieved our goals?)</b>
4.1 Continue the implementation of the Psychological Health and Safety Standard for staff.	<ul style="list-style-type: none"> <li>• A continued focus on enhancing organizational culture is evident through a staff survey.</li> <li>• The Steering Committee and working committees have continued to meet regularly and begun the implementation of the plan.</li> <li>• The work of the committees has been effectively communicated with staff and staff is aware of the focus on organizational culture.</li> </ul>
4.2 Enhance communication and dialogue in an open and transparent manner through regular meetings with employees.	<ul style="list-style-type: none"> <li>• Sudbury Principal – Vice-Principal Association representatives and Senior Administration met 3 times per year.</li> <li>• Senior Administration met with Catholic Education Centre (CEC)</li> </ul>

	<p>staff four times during the year.</p> <ul style="list-style-type: none"> <li>• Opportunities to have meaningful dialogue with staff occurred (examples include: Joint Board Professional Development Committee (JBPD), Joint Board Staffing Committee (JBSC), Labour/Management Committee, Director’s meetings with employee representatives).</li> <li>• Effective regular school / departmental meetings have been encouraged and supported.</li> <li>• Collective Bargaining has been completed in a respectful manner.</li> </ul>
<p>4.3 Maximize the performance appraisal process as a growth opportunity.</p>	<ul style="list-style-type: none"> <li>• All supervisors will have a better understanding of how to assess and support the performance of employees through open dialogue and the performance appraisal process.</li> <li>• Principals/Supervisors have had the opportunity to enhance their understanding of the process and to share best practices with one another.</li> </ul>
<p>4.4 Implement and continue to support the mental health and well-being strategy.</p>	<ul style="list-style-type: none"> <li>• Bi-monthly newsletters to promote mental health and well-being of students are being accessed by staff.</li> <li>• The website promotes mental health and well-being and informs our stakeholders how to access services.</li> <li>• Improved access to service as indicated by reduced wait lists and student success.</li> <li>• Friends program has been implemented in all Grade 4 classrooms.</li> <li>• Evidence-based programs are implemented at Tier 2 (Early Implementation).</li> <li>• Ongoing physical health opportunities and partnerships have been explored.</li> <li>• Recommendations from the Healthy School audit are in the beginning phases of implementation.</li> </ul>
<p>4.5 Establish a review cycle of all policies and APG’s to enhance awareness and promote accountability.</p>	<ul style="list-style-type: none"> <li>• A review cycle for policies and APGs has been established and is being implemented.</li> </ul>
<p>4.6 Complete the multi-year Strategic Planning process</p>	<ul style="list-style-type: none"> <li>• A community consultation process has been completed using Thoughtexchange technology.</li> </ul>

	<ul style="list-style-type: none"> <li>• Diverse stakeholder opinions have been considered and have informed the strategic planning process.</li> <li>• The multi-year plan is future forward thinking and provides guidance to the organization in achieving its goals.</li> <li>• The multi-year strategic plan is completed and has been communicated with the Sudbury Catholic DSB community.</li> </ul>
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**STRATEGIC PRIORITY: WE ARE CALLED TO LIVE A CULTURE OF STEWARDSHIP IN THE USE OF ALL RESOURCES**

<b>Goals to Support Student Achievement and Well-Being IF WE...</b>	<b>Success Criteria (How will we know that we have achieved our goals?)</b>
5.1 Enhance the budget process to ensure alignment of resources with Ministry and board priorities for the school year.	<ul style="list-style-type: none"> <li>• Determined board priorities prior to the budget process commencing.</li> <li>• Budget process had been enhanced to ensure alignment to student needs and fiscal accountability.</li> </ul>
5.2 Monitor financial and human resources on a regular basis.	<ul style="list-style-type: none"> <li>• Continued to follow and monitor the recovery plan to achieve and maintain a balanced budget while building our reserve for unexpected contingencies.</li> <li>• Monthly variance reports demonstrate alignment with actuals and budget.</li> <li>• Regular updates on capital projects have been reported to Senior Administration and/or Trustees as appropriate.</li> <li>• Budget lines have been adhered to and priorities have been met.</li> </ul>
5.3 Finalize protocols for opening and closing schools.	<ul style="list-style-type: none"> <li>• An APG/protocol has been established and communicated to staff.</li> <li>• The APG/protocol was followed.</li> </ul>
5.4 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.	<ul style="list-style-type: none"> <li>• A confidentiality APG has been developed and communicated to all staff. A plan is in place for the implementation of confidentiality agreements.</li> <li>• PIM retention of records guidelines have been implemented and staff has received training appropriate to their role.</li> <li>• The Principals' PIM toolkit has been shared with principals.</li> </ul>



	<ul style="list-style-type: none"> <li>• PIM continued to be discussed at MISA regional meetings.</li> <li>• The IT Emergency Disaster Recovery Plan is in development.</li> </ul>
<p>5.5 Buffer the organization from external distractions to the board's and schools' priorities and goals.</p>	<ul style="list-style-type: none"> <li>• All initiatives reflect the identified priorities and are consistent with the strategic priorities.</li> <li>• Results from provincial principal workload study has informed our work and guided improved processes.</li> <li>• Staff have had the opportunity to review and share practices to create efficiencies.</li> <li>• Clear communication protocols continue to be established as required.</li> <li>• A conscious effort to build alignment coherence through regular Administration meetings and Learning support Services meetings has been achieved.</li> </ul>