

**BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING
2016-17
(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 under EL10- General Executive Limitations in January and June.

This year we have 3 BIPSA-WB goals:

1. **To nurture an inclusive, collaborative and respectful culture rooted in our faith**
2. **To promote and support mental health and well-being for all students and staff.**
3. **Reduce the gaps in student achievement (literacy, numeracy and assessment).**

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

This strategic priority allows us to meet BIPSA-WB goal #1

Goals to Support Student Achievement and Well-Being IF WE...	Success Criteria (How will we know that we have achieved our goals?)	Evidence Plan (As evidenced by)
1.1 Ensure that our faith is visible in all aspects of our organization.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School surveys • School calendars/newsletters • Review of all new Policies and APGs • Review of Inservice sessions held • Review of school and Board websites • SO school learning visits

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	<ul style="list-style-type: none"> • The physical environments of all work sites both inside and out are reflective of our faith. • All students and staff have the opportunity to participate in community service and social justice activities. • The school, home and parish partnership is promoted. 	
1.2 Develop adult faith formation.	<ul style="list-style-type: none"> • Engage 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 had opportunities to participate in liturgical celebrations and prayer services. • 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. 	<ul style="list-style-type: none"> • Evidence will be collected through the various departments • Agendas
1.3 Continue to support active Parent Involvement.	<ul style="list-style-type: none"> • Schools will have Catholic School Councils in place. • A Catholic Parent Involvement Committee is in place. • Parent Reaching Out Grant funds are used to enhance parent engagement 	<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 and EL70 – Catholic School Councils.

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	<p>throughout the system.</p> <ul style="list-style-type: none"> • Learning opportunities and resources are provided for parents. • Schools are provided with resources to increase parent engagement. 	
1.4 Create opportunities for collaboration and learning	<ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> ○ 7 Habits training for Leadership Team (P/VP and Senior admin & Managers) ○ Mentorship opportunities ○ PD ○ BLDS strategy/LSA Strategy • Integrate FISH Philosophy principles. • Opportunity to focus on how to have courageous conversations. • A parent portal has been selected and is in place. 	<ul style="list-style-type: none"> • Evidence will be collected through the various departments. This evidence will include meeting agendas, minutes of meetings and the Board website. • Schools will have used their SIPSA-WB release days as indicated through agendas and SO visits. • All active principals/vice-principals and Managers will have completed the 7 Habits for Highly Effective People training by June 2017.

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

This strategic priority allows us to meet Goal #3

<p>Goals to Support Student Achievement and Well-Being IF WE...</p>	<p>Success Criteria (How will we know that we have achieved our goals?)</p>	<p>Evidenced Plan (As evidenced by)</p>
<p>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, well-being and assessment.</p>	<ul style="list-style-type: none"> • K-12 plans are developed to address all areas of priority. • The K-12 Achieving Excellence chart has guided learning at the school and system levels. • Identified learning spaces have been redesigned– Classrooms and Learning Hubs (Commons) • Open Doors program expansion. • SIPSA/BIPSA process with release time for Professional Learning Communities and collaborative Inquiries focused on student data, including 6 to 8 weeks monitoring cycle at both the system and school levels. Work to include identifying the gaps in student learning in each school. • Intensive Support Facilitators working in elementary schools – the power of CO. • Special Education support including itinerant resource is in place. • Student engagement has improved as measured • Principals, SOs, Director meet to discuss achievement of the SIPSA-WB goals and the needs of students and staff. • The Senior Administrative Council discusses the results of the school visits at least twice annually. 	<ul style="list-style-type: none"> • K to 12 plan is in place and reflects the priorities included in the BIPSA-WB. • Increased Attendance • Report card data and EQAO results • Number of staff trained in literacy/programming • Increased credit accumulation • School based pre/post data and agendas • Intensive Support Facilitator updates and reflections and pre-post educator surveys • Implementation of Empower Reading Intervention Program Pilot Project • Trained Empower Facilitator (Holy Cross, St. Benedict) • Trained Empower SERT (St. John's) • Staff surveys/Feedback forms • Data collected through school visits is utilized to identify commonalities and areas of need to plan for professional learning and budget planning • Identified PD undertaken and extent of participation

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2.2 Increase literacy achievement and enhance teacher professional knowledge and skills	<ul style="list-style-type: none"> • Student achievement results in literacy will have improved • Teachers will have had opportunities to enhance their knowledge in skills in literacy 	<ul style="list-style-type: none"> • Report card data and EQAO results • 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 Continnum and Itinerant Resource Support • Staff surveys/feedback forms following PD sessions • Identified PD undertaken and extent of participation • <i>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</i> • Successful completion of the OSSLT for targeted students of concern
2.3 Increase numeracy achievement and enhance teacher professional knowledge and skills	<ul style="list-style-type: none"> • Student achievement in numeracy will have improved • Teachers will have had opportunities to enhance their knowledge in skills in numeracy 	<ul style="list-style-type: none"> • Development and implementation of a math action plan • Report card data and EQAO results • Student work and data shared at school-based SIPSA-WB release provides evidence of improvement • 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

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2.4 Implement "Growing Success" Policy 2010	<ul style="list-style-type: none"> Visible use of effective assessment practices in all classrooms 	<ul style="list-style-type: none"> Identify teachers using effective assessment across the curriculum through superintendent and principal monitoring Identified PD undertaken and extent of participation <i>Assessment of student work based on co-constructed Success Criteria, Learning Goals for LD students/struggling readers in Empower Reading Intervention Program Pilot</i>) and have these displayed in the classroom Introduction of a grade book program that follows the big ideas within Growing Success (EDSBY)
2.5 Increase retention rates in FSL and Regular programs in all grade levels.	<ul style="list-style-type: none"> Retention data has been gathered and analyzed. Established an action plan to increase student retention. 	<ul style="list-style-type: none"> Report prepared on retention data Increase in retention rates year over year once baseline is established Offer speech and language support to FI students – verify # of students receiving support
2.6 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.	<ul style="list-style-type: none"> Student Success, Guidance and Special Education supports are aligned and focused. Students in Care profile forms are completed. The system PA day focused on closing the gap has taken place and staff efficacy has increased 	<ul style="list-style-type: none"> Report card data, EQAO results, mark distribution and credit accumulation are improved. <i>Pre/Post DRA, WIAT-III data for LD students/struggling readers in Empower Reading Intervention Program Pilot Project</i> FNMI students are booking appointments through teachers and guidance for education support with Secondary FNMI Support Staff. Suspension rates are decreased as captured through Maplewood Cohort graduation rates have improved. Evaluations from the PA day Oct 28th was

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		<p>completed specifically on learning spaces in the following areas: physical environment, curriculum content, self evaluation, student evaluation, applying workshop to the classroom</p> <ul style="list-style-type: none"> • Applied and Workplace courses are being offered at secondary. Data on # of applied and workplace courses being offered.
<p>2.7 Support and promote continuous learning opportunities for all staff</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • <i>Empower™ Reading Intervention Program Training and training with Provincial Demonstration Schools (Facilitator and SERT)</i> • PD Sessions provided for teachers who teach ELL students both elementary and secondary • Continued staff training for O365 • Staff training on the use of Edsby (Jillian Ospina) • eLearning training was available to all elearning teachers. • Co-op teacher meetings have evidence of PD. • Offer P/VPs opportunities for PD connected to Experiential Learning portfolio/Technology. • Principals use materials shared in Math Focus in Schools OneNote to support professional learning in schools • P/VP math content for leadership learning opportunities feedback to be collected • 90 Educators complete the Jo Boaler's

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		Teaching Mathematics course <ul style="list-style-type: none"> • Identify PD undertaken and extent of participation • Capture and report on activities that promoted knowledge transfer as part of learning/growth plans
2.8 Implement the FSL strategic plan.	<ul style="list-style-type: none"> • French is the language of communication in all FSL classrooms • 7 to 12 students are aware of the DELF and its components. • Students in FSL programs are supported through the itinerant French immersion Resource teacher and classroom practice as demonstrated by their results. • Teachers have received professional development supports to enhance 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. 	<ul style="list-style-type: none"> • Monitored through principal, SO and Director visits • The number of Grade 12 students successfully completing the DELF has increased. • The number of students in FSL programs is increased and sustained overtime. • Improved report card data • Identify PD undertaken and extent of participation
2.9 Deepen the First Nation, Metis, Inuit (FNMI) strategy.	<ul style="list-style-type: none"> • Enhanced ID campaign is in place. • Indigenous Policy and APG updated. • Supports for secondary students have been increased. • Teachers have received support to review their FNMI data to support the improvement planning process. • Collaborative Inquiry focused on FNMI is in place in identified schools. 	<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 • FNMI Wellness tool created to keep track of secondary support for students Schools teams will be released to review data <ul style="list-style-type: none"> • Improved report card and EQAO results • Revised policy and APG completed and shared publicly • Indigenous Education handbook completed

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	<ul style="list-style-type: none"> • Consultation has been ongoing with elders and other First Nation, Metis, Inuit experts through an FNMI Advisory Committee. • Updated Indigenous Education Handbook. • FNMI advisory committee to revised Policy and APG 	and shared with staff
2.10 Continue to build the International Student program.	<ul style="list-style-type: none"> • Develop marketing materials and website. • Identified key markets and participate in recruitment activities. • Resident students have further developed their cultural understanding, appreciation and acceptance of all students. 	<ul style="list-style-type: none"> • Completion of a school website, promotional videos, brochures, and flyers • Creation of student ambassador programs • 2 to 10 international students have been enrolled for the 2016-18 school years.

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

This strategic priority allows us to meet Goal #3

Goals to Support Student Achievement and Well-Being IF WE...	Success Criteria (How will we know that we have achieved our goals?)	Evidence Plan (As evidenced by)
3.1 Develop a clear vision and expectation on the integration of technology to enhance student achievement.	<ul style="list-style-type: none"> • A link will be made between the OCSGE and the 21st century competencies and learning skills. • There is increased access to a variety of tools for student use at the school 	<ul style="list-style-type: none"> • Through a focus group students report having greater access to technology for learning • <i>Providing individual access to assistive technology for struggling readers in Empower Reading Intervention Program through pilot</i>

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	<p>(laptops, ipads, bring your device).</p> <ul style="list-style-type: none"> • The number of teachers who encourage the use of personal devices for learning in the classroom has increased. • A plan will be developed and implemented for EDSBY as a communication platform, electronic portfolio (All About Me) including a parent portal. 	<p><i>project funding</i></p> <ul style="list-style-type: none"> • Daily opportunity for students to use technology; allocated times for classroom to have iPad's via schedule • Monitored through principal, SO and Director visits • Identify PD taken and participation rate • Evidence of classroom displays and examples of technology use, projects, presentations. • EDSBY has been successfully implemented in pilot classrooms. • 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. • Continue to participate fully in the Northern Ontario eLearning Consortium and the Ontario Catholic eLearning Consortium.
<p>3.2 Promote and support a culture of integrated risk taking, creativity and innovation throughout the organization.</p>	<ul style="list-style-type: none"> • Staff has been encouraged to bring forward new ideas and to explore new ways of doing things. • Enhance Instrumental Music programming in Grade 7 to 12. • Enhance the learning environment to better address 21st century learning competencies. • Experiential Learning Opportunities are provided. <ul style="list-style-type: none"> ○ Science North ○ OYAP ○ COOP 	<ul style="list-style-type: none"> • 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 • Learning Hubs- Facilitation of Open ended, real life problem solving facilitated by Learning Hub staff that addresses the integration of 21st

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	<ul style="list-style-type: none"> ○ Dual Credit ○ Field trips 	<p>Century skills as measured by surveys, feedback and observations</p> <ul style="list-style-type: none"> • Increase in numbers of students taking music courses and participating in school bands • 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.

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

This strategic priority allows us to meet BIPSA-WB Goals #1 and #2

Goals to Support Student Achievement and Well-Being IF WE...	Success Criteria (How will we know that we have achieved our goals?)	Evidence Plan (As evidenced by)
4.1 Enhance communication system-wide	<ul style="list-style-type: none"> • Continue to complete the Psychological Health and Safety Strategy: Rewards & Recognition/Organizational Culture. • Senior Administration to meet with Catholic Education Centre (CEC) staff three times during the year. • Opportunities to have meaningful dialogue and build positive productive relationships 	<ul style="list-style-type: none"> • Follow-up staff focus group focused on organizational culture • Review of Board related social media • Feedback received from various departments

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	<p>with staff (examples include: Joint Board Professional Development Committee (JBPD), Joint Staffing Committee (JBC), Labour/Management Committee, Director's meetings with employee representatives).</p> <ul style="list-style-type: none"> • Effective regular school / departmental meetings have been encouraged and supported. • Terms and Conditions for non-unionized employees have been completed in a respectful manner. • Create opportunities to share information through social media (Twitter, Facebook). 	
4.2 Maximize the performance appraisal process as a growth opportunity.	<ul style="list-style-type: none"> • 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. • Principals/Supervisors have had the opportunity to enhance their understanding of the process and to share best practices with one another. • IPPS upgrade to enhance performance appraisal process. 	<ul style="list-style-type: none"> • Short survey of all supervisors to measure understanding.
4.3 Implement and continue to support the mental health and well-being for students and staff.	<ul style="list-style-type: none"> • Newsletters to promote mental health and well-being of students are being accessed by staff. • The website promotes mental health and well-being and informs our stakeholders how to access services. • Improved access to service 	<ul style="list-style-type: none"> • Increased presence of mental health and well-being on website, Office 365, and board social media sites • Track usage of website • Reduced wait lists • Increase in referral rates • Learning Hubs at Secondary in place (to

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	<ul style="list-style-type: none"> • Evidence-based program are implemented at Tier 2 (Early Implementation). • Expand our awareness and understanding of LGBTQ. • Review Student Health materials already in schools. • Expand on Mindfulness training in classrooms. • Strength-based training through the Sudbury & District Health Unit. • Implementation of DPA and other Physical Activity opportunities. • Bring awareness to the EAP. • Offer after school learning sessions (1 per term). 	<p>address equity, incusion and the development of 21st Century Competencies)</p> <ul style="list-style-type: none"> • As evidenced by number of students who participate in BRISC pilot and effectiveness (pre-post intervention) • As evidenced by number of tier 2 interventions and effectiveness pre-post intervention • Maintain current level of walk-in clinics. • As indicated in number of classrooms utilizing MindUp or other mindfulness activities • October 28 PA day, provided a session on supporting and building an awareness of LGBTQ students as well as storefronts hosted by community LGBT2Q supports (TGInnerselves and Resseau Access Network)
4.4 Establish a review cycle of all policies and APG's to enhance awareness and promote accountability.	<ul style="list-style-type: none"> • A review cycle for polices and APGs has been established and is being implemented. 	<ul style="list-style-type: none"> • Monitor the number of Policies and APG's reviewed and updated as necessary
4.5 Complete the multi-year Strategic Plan	<ul style="list-style-type: none"> • Utilize the community consultation process through Thoughtexchange to complete the multi-year plan. • The multi-year plan is future forward thinking and provides guidance to the organization in achieving its goals. 	<ul style="list-style-type: none"> • The multi-year strategic plan is completed and has been communicated with Sudbury Catholic DSB community.

STRATEGIC PRIORITY: WE ARE CALLED TO LIVE A CULTURE OF STEWARDSHIP IN THE USE OF ALL RESOURCES

This strategic priority allows us to meet all 3 BIPSA-WB Goals through a well-planned budget process

<p>Goals to Support Student Achievement and Well-Being IF WE...</p>	<p>Success Criteria (How will we know that we have achieved our goals?)</p>	<p>Evidence Plan (As evidenced by)</p>
<p>5.1 Enhance the budget process to ensure alignment of resources with Ministry and board priorities for the school year.</p>	<ul style="list-style-type: none"> • Determined board priorities prior to the budget process commencing. • Budget process had been enhanced to ensure alignment to student needs and fiscal accountability. 	<ul style="list-style-type: none"> • A completed budget process that is aligned to the strategic priorities and supports the BIPSA-WB
<p>5.2 Monitor financial and human resources on a regular basis.</p>	<ul style="list-style-type: none"> • Monthly variance reports to demonstrate alignment with actuals and budget. • Regular updates on capital projects to be reported to Senior Administration and/or Trustees as appropriate. • Budget lines are monitored regularly. 	<ul style="list-style-type: none"> • Board package includes monthly variance reports • Monitoring reports on EL80 – Financial Conditions, EL90 – Budgeting-Forecasting and EL100 – Asset Protection are completed as per the reporting cycle.
<p>5.3 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.</p>	<ul style="list-style-type: none"> • PIM and the IT Emergency Recovery Plan have been identified as a priority and evidence of completion/focus is available. 	<ul style="list-style-type: none"> • 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.
<p>5.4 Increase awareness of health and safety</p>	<ul style="list-style-type: none"> • Health and Safety training to be provided. • OSBIE risk assessment and training opportunity 	<ul style="list-style-type: none"> • Health and Safety Committee is in place and is active. • Targeted staff have received training in Health and Safety. • All staff have completed mandatory Health and Safety training.