OUR MISSION

To nurture and develop the mind, body and spirit of every student within our Catholic learning community.

The Sudbury Catholic mission statement answers the questions who are we, and what do we do. Every organization needs to define its fundamental purpose, philosophy, and values. Our mission statement explains why our organization exists, and describes the needs our organization was created to fill.

OUR VISION

Sudbury Catholic Schools ... Creating hopes and dreams through excellence.

The Sudbury Catholic Vision statement provides the inspiration for our strategic decisions and our daily operations.

In the development of our vision statement, the choice of the word "creating" is significant to our fundamental beliefs as a Catholic community.

The phrase “hopes and dreams” was chosen as every student comes to us with their unique and individual hopes and dreams. Our hopes and dreams encourage change, and motivate us to keep moving forward.

The word “excellence”, can apply to academics, athletics, or personal development. We achieve excellence when we strive to bring out the best in ourselves, and those we serve.
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.

We are called to live a culture of stewardship in the use of all resources.

Catholic Graduate Expectations:
I AM...
A discerning believer
An effective communicator
A reflective, creative and holistic thinker
A self-directed, responsible, lifelong learner
A collaborative contributor
A caring family member
A responsible citizen

OVERARCHING INQUIRY QUESTION K-12

HOW DO ASSESSMENT ‘FOR’ AND ‘AS’ LEARNING STRATEGIES SUCH AS SUCCESS CRITERIA, LEARNING GOALS AND FEEDBACK IMPROVE STUDENT LEARNING?
### LITERACY NEEDS ASSESSMENT

**Student Achievement Data**
- EQAO grade 3 Reading percentage over time: 56, 57, 58, 55, 55
- EQAO grade 3 Writing percentage over time: 53, 58, 69, 66, 63
- EQAO grade 6 Reading percentage over time: 68, 75, 74, 65, 76
- EQAO grade 6 Writing percentage over time: 58, 69, 69, 65, 71
- OSSLT grade 10
  - SK Story retell and writing tasks
  - Grade 1 to 8 DRA/GB+
  - Grade 9 and 10 Reading Comprehension Task
  - Grade 9 and 10 Writing Task
  - Report card marks and learning skills

**Demographic Data**
- Aboriginal, gender, special education, French Immersion data
- Use of statistical neighbours and LICO data
- Suspension/attendance

**Perceptual Data**
- EQAO student and teacher questionnaire
- Feedback forms

**Program Data**
- Tutors in the classroom
- Junior math interventions project
- Special education intervention program
- OFIP, SIM and other Ministry support initiatives

### LITERACY SMART GOAL K to 12

**Students will demonstrate an increase in “Reading for Meaning” and “Development of Ideas in Writing” Using “Non-Fiction Texts”**.

As measured by:
- EQAO Primary and junior increase in reading, writing and mathematics (increase of 7%)
- SK Story Retelling and Writing Task conducted in January 2012
- Grade 1 to 8 DRA/GB+ reading assessment conducted in October 2011 and in June 2012.
- Grade 9 and 10 reading comprehension tasks conducted for first semester (September 2011) and second semester (February 2012).
- Grade 9 and 10 writing task conducted for first term (December 2011) and second semester (May 2012).
- Report card mark in reading and writing Grades 1 to 12
- OSSLT March 2012 provincial assessments.
- Collaborative inquiries in literacy
# LITERACY STRATEGIES AND MONITORING

<table>
<thead>
<tr>
<th>Strategy Implementation</th>
<th>Resources</th>
<th>Professional Learning</th>
<th>Monitoring (refer to the “Assessment FOR Learning: Data Collection and School Plans for Student Achievement and Well-Being)</th>
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<tbody>
<tr>
<td><strong>Expected Practices:</strong></td>
<td><strong>Growing Success: Assessment, Evaluation and Reporting (1 to 12)</strong></td>
<td><strong>All teachers will have access to a copy of Growing Success and will need to further develop their understanding and implement its content.</strong></td>
<td>Data will be gathered and analyzed at the all levels. At the senior administration and Board level as well as at the school level with a focus on “assessment FOR learning” in order to determine next steps for support.</td>
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<td><strong>1. Learning Goals</strong></td>
<td><strong>Guide To Effective Instruction K to 6</strong></td>
<td><strong>All teachers in K to 8 will have a access to the Comprehensive Literacy Chart and will further develop their understanding and implement its content.</strong></td>
<td>Senior administration will analyze data and determine action steps to support student learning.</td>
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<td><strong>2. Success Criteria</strong></td>
<td><strong>Think Literacy 7 - 12</strong></td>
<td><strong>All 9 – 12 teachers will learn and begin to implement “direct instruction” as an effective strategy as defined by John Hattie</strong></td>
<td>Board of Trustees will be provided with student data and will advise on possible next steps and support.</td>
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<td><strong>3. Feedback</strong></td>
<td><strong>Board’s Comprehensive literacy chart (K to 8)</strong></td>
<td><strong>Collaborative Teacher Inquiry</strong></td>
<td>Each school will develop a school improvement plan for student achievement and well-being and will embed a data analysis plan. Throughout the year, this plan will be updated and action plans for next steps will be developed.</td>
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<td>**** Students and teachers must both be involved throughout the process</td>
<td><strong>Visible Learning by John Hattie</strong></td>
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<td>All data analysis will be focused around three key questions 1. Where are we now? 2. Where do we want to go? How are we going to get there?</td>
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<td><strong>(9 to 12) John Hattie’s Direct Instruction Strategy</strong></td>
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<td><strong>5. Embedded use of the Catholic Graduate Expectations, the Essential Questions and Themes in all curriculum areas.</strong></td>
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NUMERACY NEEDS ASSESSMENT

**Student Achievement:**
- EQAO grade 3 Math percentage over time: 59, 61, 63, 61, 58
- EQAO grade 6 Math percentage over time: 59, 60, 59, 48, 50
- PRIME data gathered in 2010-2011
- Report Card marks and learning skills
- Teacher Collaborative Inquiry (TLCP) student results
- Junior Math Intervention Project student results
- iPod project student results

**Demographic Data:**
- Aboriginal, gender, special education, French Immersion data
- Use of statistical neighbours and LICO data
- Suspension/attendance

**Perceptual Data:**
- EQAO student and teacher questionnaire
- Student and teacher survey and math communication matrix within the junior math intervention strategy

**Program Data:**
- Junior math intervention program (intervention teacher and tutors)
- Numeracy facilitator
- OFIP, SIM, CILM and other Ministry projects

NUMERACY SMART GOAL

Students will demonstrate an increase in communication of mathematical thinking orally, visually and in writing, using mathematical vocabulary and a variety of appropriate representations and observing mathematical conventions.

As measured by:
- EQAO grade 3 and 6 and 9
- PRIME assessment grade 4 to 6 and grade 9
- Student achievement in all the collaborative inquiries in mathematics
- Report card marks in mathematics for grades 1 to 12
**NUMERACY STRATEGIES AND MONITORING**

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<td>Board’s Comprehensive numeracy chart K to 8</td>
<td>All 9 to 12 math teachers will learn and implement the three part math problem solving lesson</td>
<td>Each school will develop a school improvement plan for student achievement and well-being and will embed a data analysis plan. Throughout the year, this plan will be updated and action plans for next steps will be developed.</td>
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4. Where do we want to go?  
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| John Hattie’s Direct Instruction | | |                                                                                                                 |
| LNS webcasts: -Learning is the Work | | |                                                                                                                 |
Building on our vision, creating hopes and dreams through excellence, the Sudbury Catholic Schools learning community continues to strengthen its longstanding tradition of Catholic Education in the City of Greater Sudbury through the unique partnerships that exists between our schools, parishes and parents/guardians.

Catholic Community, Care and Culture

Catholic Community, Care and Culture Needs

2011 Board Wide Climate Survey indicated that:
- Students felt welcomed and safe at school, where some students did not feel welcome and safe it was largely due to appearance and marks.
- Students need support with their self-esteem
- Issues of bullying occurred mostly on the bus and in the schoolyard
- Students tended to confuse conflict and bullying

Catholic Community, Care and Culture SMART goal

Students will demonstrate an increase in their sense of self-esteem and an increase in feeling welcomed and safe in their school as measured by the 2013 climate surveys.
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<td>Support the schools to implement their goal based on their climate surveys.</td>
<td>Action Plan: Once schools determined their issues and concerns, they began to draft a plan of action that would help them address those issues. Resources will vary depending on their needs Ex: lunch programs, esteem building activities, community builders program, motivation posters, anti-bullying,</td>
<td>Professional Learning as needed by the staff and safe schools team. Build on last year’s presentation by Chris D’Souza Participation in the National Bully Prevention</td>
<td>Principals met with their safe schools team and developed action plan and sent to SO March 2011. In the fall, principals will revise their action plan and submit to their Superintendent.</td>
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<td>In March, schools met with their safe schools team to review their climate surveys, there task was to a. review surveys b. identify issues/concerns c. determine next steps</td>
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