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.
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.

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

Sudbury Catholic District School Board is proud of our Catholic faith and traditions. The Gospel values of Jesus Christ permeate every aspect of our daily school life including the curriculum, assessments, instructional approaches and teacher and student resources. In all we do, we strive to provide the best in education through teachings revealed by the Gospel.

(C. McCullough)

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
LITERACY

NUMERACY

NEEDS ASSESSMENT:

As part of the needs assessment, every school was able to utilize several pieces of data, which were examined and analyzed. A variety of forms of data were utilized such as demographic, perceptual, achievement and program. All forms of data are disaggregated to address particular needs (i.e.: special needs, gender, immersion, Aboriginal)

EQAO:

2012 EQAO data showed tremendous growth in student achievement at or above the provincial standard

Grade 3 Reading: 65% (increase of 10%)
Grade 3 Writing: 76% (increase of 13%)
Grade 3 Math: 67% (increase of 9%)
Grade 6 Reading: 76% (sustained)
Grade 6 Writing: 71% (sustained)
Grade 6 Math: 55% (increase of 5%)
Grade 9 Math Applied: 46% (sustained)
Grade 9 Math Academic: 74% (decrease of 3%)
Grade 10 OSSLT: 87%

The cohort data also showed that the grade 3 students in 2008-2009 increase achievement in reading by 21% in grade 6. They showed an increase as well by 5% in writing. A decrease in mathematics was noted by 6%. We have made significant gains in reading and writing over time with the same cohort of students.

Our students with special needs continue to receive much support and the number of students achieving level 3 and 4 has been increasing.

In 2012, 37% of grade 3 students with special education needs achieved at or above the provincial standard. In writing there were 56% successful and 38% in mathematics.

In 2012, 47% of grade 6 students with special education needs achieved the provincial standard in reading. There were 44% in writing and 14% in math.

As it pertains to gender, we examined the gap between boys and girls. In grade 3, the girls outperformed the boys in both reading (11%) and writing (21%). This gap seems to have widened over time. In math, the boys seem to achieve better than the girls by 6%.

For grade 6, the gap in reading is narrowing at 4%. In writing, the gap has narrowed to 13% whereby girls outperform the boys. In math, the gap is only at 1%.

Our grade 3 French Immersion students write the assessment in English but complete the math in French. They are at 67% in reading, 87% in writing and 72% in math. It seems that the immersion students are outperforming their English peers.

Overall school results vary tremendously between and within each other. It would seem we have 7 schools whose scores in some areas are below 50%. There are 12 schools with scores between 50 and 74%. We also have 13 schools whose scored are above 75%. Within the school variances are being examined at the school level to determine the greatest area of need and the SIPSAs are being developed based on the identified need.

The EQAO student questionnaires were also examined to find out students’ beliefs and perceptions. This data yielded interesting information that was examined at the school level with more detail. Of note, the report shows that many students (over 90%) indicated that they do their best when working in math. There was also a high number of students who do not participate in school clubs and we are trying to address this at the school level. Noted as well was that students were not using calculators in math and schools were to address this
issue.

Over the past 5 years, grade 9 EQAO results in math at the academic level has been between 74-77%. At the applied level, it has consistently been 46% for the past 2 years, which is above provincial average. According to cohort data, 34% of students who were in the applied class in the 2011-2012 school year, rose to meet the provincial standard as compared to their achievement when they were in Grade 6. Our focus at SCDSB this year will be to increase our overall EQAO results at both the applied and academic level, but also to narrow the gap in results between the academic and applied level courses.

OSSLT results for 2012 indicated a 87% success rate. Over the past 5 years we have sustained a rate between 85 and 90%. A gender gap is evident in the data. First time eligible female students were successful (91%), compared to 82% of males. According to cohort data in reading, 16% of students rose to meet the reading standard in grade 10; only 4% of students who met the standard in grade 6, did not meet the standard in Grade 10. In writing, 23% of students rose to standard in Grade 10 as compared to the Grade 6 results, and 6% of students who met the standard in Grade 6, did not meet the standard in Grade 10. There still appears to be a gap between the success rate of students participating in classes at the academic level (86%) compared to classes at the applied level (50%). Our board will continue to address this gap and implement strategies that will support students working in the classrooms at the applied level.

SCHOOL BASED READING DATA:

Last year we were able to collect reading data from schools (i.e.: DRA, GB+), however, we are unable to do so this year and await the PPM on assessment. This data was examined on an ongoing basis. It was noted that some students were not reading at their grade level. For secondary schools, a reading comprehension and writing task were administered to grade 9 students and student results were examined and analyzed and student needs were addressed.

Several projects have been developed to address the reading needs. For example, the grade 1 and 2 teachers will participate in a very focused collaborative inquiry to learn more about how to improve student reading.

PROGRESS REPORTS AND REPORT CARDS:

This data was also examined during the year and continues to be an important piece of information in assessing student achievement.

The Nov 2012 progress reports have shown that there are some students who are progressing with difficulty in literacy and mathematics. Each school has examined this data and will incorporate their findings within their school improvement plan. Each school principal and teacher will be able to name the students who are struggling and action plans are being developed.

TAKING STOCK:

Over the past several years, SCDSB continues to have approximately 23% of students in Grade 9 & 10 considered "at risk" according to the 2012-2013 Taking Stock data. SCDSB currently has 8.3% of students entering grade 10 with fewer than 8 credits while 9.1% of students entered grade 11 with fewer than 14 credits this year. In Grade 12, 13% of students entered with less than 22 credits. The focus this year is credit rescue where the student success teacher and school teams work closely to support the student as soon as they are identified "at risk" for academic
and/or social or emotional reasons. This year, classroom teachers are asked to submit a tracking form every 3 weeks where they can identify a student at risk for a number of reasons (i.e. assignment completion, achievement on tests/assignments). At this point, the student success teacher/team will support and monitor the student and help rescue the test and/or assignment

**LITERACY AND NUMERACY GOALS:**

**(STRATEGIES, RESOURCES AND PROFESSIONAL LEARNING)**

Through the collaborative inquiry process, teachers will be able to address their student learning needs. **IF** teachers are able to learn about effective teaching, learning and assessment strategies and hence change their thinking and practice in their classrooms, **THEN** students will show an increase in achievement.

**IF** students are able to know and understand learning goals and success criteria, **THEN** students will demonstrate increased achievement.

**IF** students receive timely and effective feedback, **THEN** students will demonstrate increased achievement.

**IF** teachers participate in focused data driven Catholic professional learning communities (CPLC), **THEN** teachers will be able to work collaboratively to address student needs in a timely and ongoing manner.

**IF** focused support is provided to educators in the area of greatest student need, **THEN** they will change thinking and practice which will impact student achievement. (i.e.: Student Work Study teacher in classes with the highest student need, support from Ministry coach, grade 1 and 2 inquiry, grade 9 applied math teacher inquiry, grade 7 and 8 guidance program etc...)

**IF** struggling students in elementary grades receive reading intervention provided by the resource teachers and the learning strategies teachers, **THEN** reading skills will improve.

**IF** teachers work collaboratively with the student success team to track, monitor and support students who are deemed at risk according to the board definition, **THEN** credit accumulation will increase.

**IF** we implement strategies in the Grade 9 math applied classroom such as the use of Gap Closing materials, survival guides (including formula sheets), EQAO assessment as part of the final exam mark, and assessment for strategies, **THEN** there will be an increase in achievement as measured by EQAO at the applied level.

**IF** ....THEN...GOALS WILL BE MEASURED BY:

- Report Cards
- Collaborative Inquiry
- Taking Stock Data
- EQAO and OSSLT
- Early Success and SRA reading data
- Credit accumulation
NEEDS ASSESSMENT:

In April 2010, data on safe schools, equity and inclusive initiatives was examined. In February 2011, climate surveys were administered to students and safe school teams at each school met to analyze the survey results. May 2011, response forms from each school indicated next steps. A board goal in 2011-2012 was to ensure students felt safer at school and an increase in feeling welcomed at school.

In 2012, the “Tell Them From Me” survey was administered to students from grade 6 to 12. This survey measured students’ social-emotional outcomes, truancy, positive homework behaviours, intellectual engagement, bullying, sense of safety, anxiety, depression and self esteem. It also measured various risk taking behaviours engaged in by students such as alcohol and drugs.

This data was analyzed at both the school and board levels. Schools developed clear goals based on their student results. The board safe school team identified board concerns.

The data indicated that there were 23% of students feeling a high level of anxiety. There were also 43% of students who indicated that they ignore bullying and that the bullying was mostly based on grades and appearance.
GOALS, STRATEGIES, RESOURCES AND PROFESSIONAL LEARNING:

IF anti-bullying support materials and resources are provided to school staff, THEN they will be able to address the issue and we will see a decrease in the number of students who ignore bullying as measured by the February 2013 Tell Them From Me survey.

IF focused attention and activities are targeted to reducing student anxiety, THEN students will indicate less anxiety as measured by the February 2013 Tell Them From Me survey.

Such as:

Grade 7 and 8 conference with Dr. Karyn Gordon
Kelso conflict resolution program training to Educational assistants and special education teachers

IF each school develops and implements an intervention plan based on their student data, THEN focused attention will be paid to the student needs and the impact will be measured through the February 2013 Tell Them From Me survey

IF our Catholic essential themes and questions, as well as the Catholic monthly virtues are embedded in all professional learning and throughout all schools, THEN our Catholic faith will guide our thoughts and actions.

IF student achievement and well-being data is gathered and analyzed with a focus on disaggregating the information, THEN specific groups will demonstrate increased achievement as measured by report cards, EQAO and through collaborative inquiry data. (such as: Aboriginal students, gender, special needs and French Immersion students)

MONITORING:

The needs assessment conducted at each school and at the board level was extensive and is an on-going process. Various data is gathered and analyzed to determine student achievement and well-being needs. Monitoring is an important process in the cycle of both school and board improvement goals.

In order to monitor both the school and board goals, we must ensure that we set aside the time to discuss and review our goals. Many monitoring strategies are being encouraged and implemented throughout the year and on an ongoing basis:

- Board staff will monitor BIPSA goals throughout the year when data becomes available
- Superintendent meetings will discuss various forms of data to adjust support
- Schools will monitor student achievement throughout the year and will update the SIPSA by indicating meeting/discussion notes and action plans to address the needs
- Principals are to discuss the SIPSA goal at school based meetings
- School SIPSAs are reviewed and discussed at Superintendent school visits
- MISA funds will be allocated to schools for the release of teachers to participate in CPLCs that are data driven and allow staff to stay current and make ongoing changes
- Collaborative inquiries are the professional learning model provided to all educators whereby student learning data will be monitored and reviewed
- Student achievement and well-being data is examined and analyzed at principal meetings