

## Year Two (2024-2025 SMART Goals)

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR TWO SMART GOALS 2024-2025
Catholic Faith	Nurture faith formation and relationships with Christ.	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.	1. By June 2025, at least <b>85%</b> of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact (“Agree” or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.
			2. By June 2025, the number of YCDSB schools taking part in the Development and Peace Schools Program, (a Canadian Catholic program that helps students to grow in their development as critical thinkers and agents of social change who apply the Catholic Social Teachings in response to social and global justice issues) will have increased by <b>50%</b> .
		Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.	3. The <i>Blessed and Beloved</i> Family Life Education Program will be implemented in <b>100%</b> of Grade 1 classrooms by June 2025.
		Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.	4. Before the end of June 2025, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by <b>25%</b> .
Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.	5. <b>Three</b> system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2025.
		Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.	6. By the end of June 2025, two workshops will be offered to staff aimed at fostering a culture that recognizes and celebrates the dignity and diversity of all students, staff, and Catholic school communities with exit card surveys confirming that at least <b>85%</b> of the participants report changes in their awareness, attitudes and actions moving forward.  7. By the end of June 2025, a comprehensive system-wide audit will be completed to identify barriers to equity in access, opportunity, and outcomes that influence student success in the classroom that will drive the development of an action plan.

			8. By the end of June 2025, the insights gathered from the equity audit will be used to establish and fortify the Inviting and Inclusive Office, ensuring that data-driven strategies drive equitable practices and foster inclusive environments across all facets of our educational community.
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	9. By June 2025, the Office of the HREA will create and distribute a series of posters system-wide. The effectiveness of this campaign will be assessed by establishing a benchmark framework by measuring the number of individuals visiting the HREA website and tracking reports submitted through the complaints portal.
			10. By the end of June 2025, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented.
Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.	11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from <b>79%</b> to <b>80%</b> .
			12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at <b>90%</b>
			13. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>58%</b> to <b>60%</b> .
			14. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>70%</b> to <b>72%</b> .
			15. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>68%</b> to <b>70%</b> .
		Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce.	16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at <b>100%</b> .

		Offer inclusive and specialized programs that address and engage all student learner profiles.	17. Continue to maintain high levels of completion rates ( <b>over 90%</b> ) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).
			18. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for reading and writing will increase by <b>3%</b> .
			19. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for mathematics will increase by <b>3%</b> .
			20. By June 2025, <b>100%</b> of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.
			21. As of June 2025, the alternative placement program for special education students with alternative program goals will be implemented and provided via the special education teacher in <b>100 %</b> of schools as required.
			22. By June 2025, the STAR program goals and expectations will be included in one student IEP in <b>100%</b> of elementary schools where required.
			23. By June 2025, participation in school activities (gym, sports, recess, field trips, school events) and programming will improve by <b>50%</b> as a direct result of increased OTPT consultation.
			24. By June 2025, a minimum of <b>75%</b> of the educators who receive training and assistance in tailoring evidence-based literacy instruction strategies for students who use augmentative and alternative communication (AAC) will report acquiring at least one new evidence-based literacy instruction strategy.

			25. By June 2025, <b>80%</b> of students with a BMS safety plan will have at least one function-based learning objective that addresses the underlying reason for the risk of injury behaviour (e.g., physical aggression) as measured through the audit of individual behaviour plans and/or IEP goals supported by Behaviour Resource Services.
			26. By June 2025, ABA Services will pilot an evidence-based small group social-emotional learning program for students aged 8-12 years old with social/behavioural difficulties across at least <b>four</b> elementary schools.
			27. By June 2025, Itinerant Autism Intervention teachers will provide support to <b>60</b> students in FDK classes by providing modelling and demonstration of evidence-based strategies to Special Education and FDK teachers, resulting in increased student participation.
Well-Being	Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.	Provide equitable access to evidence-based culturally-responsive services and resources for all.	28. All elementary schools ( <b>100%</b> ) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families.
		Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.	29. Throughout the 2024-2025 school year there will be a continued collaboration between BLDS and Employee Wellness to provide leadership training on staff communication and wellness initiatives.
			30. The Attendance Task Force will continue its work during the 2024-2025 school year with the goal of reducing employee absenteeism and associated costs.
		Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.	31. As of June 2025, <b>100%</b> of elementary and secondary schools will have a mental health ambassador.
			32. By June 2025, attendance at mental health literacy professional development sessions, focused on mental health literacy for administrators, teachers and school staff, will be maintained at the current level of <b>20%</b> .
			33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, <b>67%</b> of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.