

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			Catholic Board Improvement Plan 2023-2024
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	SMART GOALS (Year One)
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.	At least 80% of Grade 8 students will report a satisfactory ('Agree' or 'Strongly Agree') result on the exit survey questions that assess the impact of their school and its programming on their experience at school by June 2024.
			All liturgical resources will be updated and promoted on the YCDSB Religion and Family Life Google site, accessible to 100% of schools, by June 2024.
		Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.	All FDK-Grade 8 teachers will implement the Growing in Faith, Growing in Christ Religious Education Program for their students by June 2024.
		Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.	Before the end of June 2024, the Religious Education team will have made available a series of system-wide liturgical celebrations to foster fellowship and adult faith formation (Faith Day, Faith Ambassador Events, etc.) to 100% of schools.
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.	Two 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 2024.
			A process for on-going data collection to inform responsive instruction and interventions will be established before June 2024 in order to align the appropriate resources and support.
			The diversity of students, staff, parishes and Catholic school communities will be celebrated through bimonthly non-performative events or activities which alternate among each Family of Schools Area and the Catholic Education Centre by the end of June 2024.
		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.	The number of behavioural incident student reports will be reduced by 2% by June 2024.
			By June 2024 a 2% improved level of engagement and acceptance will be noted in the responses of students who within the Climate survey report that they: -feel safe, accepted and welcomed. - experience a sense of belonging and well-being - perceive that school rules are applied fairly.
			A more equitable allocation and distribution of resources that provide for the five schools that serve primarily low-income communities will be implemented by June 2024.
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for all.

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.	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 78% to 80%.
			The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 87% to 90%.
			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 55% to 60%.
			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 59% to 62%.
		Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce	The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.
		Offer inclusive and specialized programs that address and engage all student learner profiles	Continue to maintain high levels of completion rates (90%) 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).
			Participation in community work placements through the Pathways to Employ <i>ABILITY</i> Program (PEP) will increase from 44 secondary students with disabilities in the 2022-2023 school year to 50 students (12% increase) who will develop transferable employability skills in order to secure paid employment opportunities after graduation.
			The STAR Program, curriculum for students on alternative programs, will be available in every elementary school starting in 2023-2024.
			The STAR Program goals and expectations will be reflected in IEPs for students on alternative programs in the areas of Literacy and Numeracy in 60% of elementary schools or 52 schools out of 86 for 2023-2024.
			By June 2024, the frequency of training and follow-up for students with OT/PT issued SEA equipment, iPads and software will increase by at least 50% (from 2 OT visits to 4 OT visits) in order to ensure staff/student proficiency and use to access curriculum and/or alternative programming.
			By June 2024, increase the number of psychological assessments where social communication and restricted/repetitive behaviours are an area of query/concern by 50% to a total of 18.
			By June 2024, the Speech and Language Services Team will offer enhanced support to students using augmentative/alternative communication tools in order to improve their skills in the areas of face to face communication and literacy skill development.

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.	Using data collected from the Employee Engagement and Wellness surveys, the wellness program offerings and services offered to staff during the 2023-2024 school year will reflect their requests and needs.
			A further Employee Engagement Survey will be conducted during the 2023-24 school year with a 20% greater response rate.
			During the 2023-24 school year the Employee Wellness Committee will review and revise the Terms of Reference to be more inclusive of representation from CEC and school-based staff.
		Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.	A formal Employee Recognition Program, inclusive of all staff and labour groups, will be developed and implemented during the 2023-24 school year.
			In conjunction with the BLDS, a workplace mental health leadership program and training plan will be developed and implemented by the end of June 2024.
			The Attendance Task Force will continue its work with recommendations provided to the senior team and Board of Trustees during the 2023-2024 school year.
		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.	During the 2023-2024 school year at least 100 schools will have mental health ambassadors appointed and responsible for incorporating student and staff wellness into yearly planning.
			By the end of June 2024, there will be a 20 % Increase in the attendance at professional development opportunities for administrators, teachers and school staff to increase mental health literacy.
			100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.