


2023-2024 MYSP Reporting Template

Report #1 - December 19, 2023

Our Mission	With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.
Our Vision	A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.
Our Values	Catholicity Equity, Diversity and Inclusion Excellence Fiscal Responsibility Integrity Respect

Overall Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	7	12	13	Monitor	

Catholic Faith - Strategic Commitment #1

Nurture faith formation and relationships with Christ.

Strategic Goals

Goal 1.1	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.
Goal 1.2	Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.
Goal 1.3	Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	0	1	3	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
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	Monitoring	<input type="checkbox"/>	The Religious Education, Family Life, Adult Faith, & Equity department will review the results of the Spring 2024 survey The exit survey will be completed in the Spring of 2024 and is therefore in a monitoring stage
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.	On Target	<input checked="" type="checkbox"/>	Through System Memo, frequent and regular system-wide communication is shared to serve the dual purpose of promotion and to offer notification of resource updates therein. We are on target for reaching this goal, as the YCDSB Religion and Family Life Google site continues to be updated with the most recent resources from numerous Catholic education agencies
All FDK-Grade 8 teachers will implement the Growing in Faith, Growing in Christ Religious Education Program for their students by June 2024	On Target	<input checked="" type="checkbox"/>	Inservicing for 1 FDK teacher per school has been scheduled in the way of four half-day sessions, two in December 2023 and two in January 2024. The most recently published FDK <i>Growing in Faith Growing in Christ</i> program has been distributed to all

			schools, one resource kit per FDK and FDK/Gr. 1 class, and therefore we are on target.
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.	On Target		<p>Staff will continue to be encouraged to access the variety of resources available to them to support adult faith development. The Religious Education, Family Life, Adult Faith, and Equity department will support our faith leaders in facilitating events which will bring staff together in communion and fellowship</p> <p>This goal is on target, as the Religious Education department has created a prayer resource with embedded liturgical celebrations for staff to access.</p>

Equity and Inclusion - Strategic Commitment #2

Build and sustain an equitable, inclusive and accessible learning and working environment.

Strategic Goals

Goal 2.1	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.
Goal 2.2	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.
Goal 2.3	Actively promote, support and expect excellence for all students to achieve their God-given potential.

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	3	4	0	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
2.1.1 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.	Monitoring	➔	<p>On Track</p> <ul style="list-style-type: none"> • Black Leadership Conference for Secondary Black Association led by our Black Excellence Coaches • We are delighted to invite you to attend the <i>Inaugural York Catholic District School Board Indigenous Winter Games</i> held at Saint Joan of Arc Catholic High School. This event will showcase the rich heritage of Indigenous Peoples. It will feature a variety of activities, and students will have an opportunity to participate in traditional Indigenous winter games. • Human Rights and Equity Leads per school to build capacity around Human Rights with a continued focus on our Catholic Social Teaching through the Human rights and Equity office • CBENY - focus on establishing addition employee resources groups for historically underrepresented staff. • David Pimentel is gathering Family Life Education leads for in-service dates. Focus on the Fully Alive curriculum. Danny Dilallo to add the Secondary aspect of resources. Prior to

			<p>scheduling in the dates for the Family Life Curriculum inservicing, ICE will be meeting with religious consultants across the province, and we will take that opportunity to gather more information that will support these sessions.</p> <ul style="list-style-type: none"> • Students for Change” (YCDSB Student Group) commented that they would provide the community with a sense of belonging and socialization opportunities. Our committee should reach out to them.
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.	Action Required	→	<ul style="list-style-type: none"> • Census Steering Committee
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.	Action required		<ul style="list-style-type: none"> • Creation on website location to celebrate excellence of equity-seeking groups <p>I wanted to share the video with you all from our recent trip to McMaster University. The students had a wonderful time exploring culturally relevant workshops in STEM as well as touring the University Campus and visiting the The Black Student Success Centre. We had 47 Students attend from Holy Cross, OLQW, Sacred Heart and SBA.</p> <p>Video link: https://drive.google.com/file/d/10Q5AUk2FL4EfEuDA-Sq7RbFIKylxISQ0/view?usp=sharing</p> <p>Thank you so much John and Sandra for your support. Your presence made the experience even more meaningful and the</p>

			<p>students were very happy to have you there.</p> <p>We look forward to creating more experiences like this for our students.</p> <p>Highlights of student Feedback via survey: What did you learn about STEM (Science, Technology, Engineering, Math) that you didn't know before the trip?</p> <p><i>"Someone who is pursuing a humanities major can still have a place in the STEM field"</i> <i>"I learned about the chemical side of the field, which I didn't know had so many career possibilities."</i></p> <p>What was the most enjoyable part of the field trip? <i>"I enjoyed the tour and when we had time to talk to the current students while in the BSSC"</i> <i>"building the catapult"</i> <i>"Interacting with various students that were just like me"</i> <i>"Being able to find out more information on how black students can be successful at McMaster"</i></p> <p>What aspects of the trip influenced your perspective on pursuing higher education in STEM? <i>"I'm more interested in chemistry compared to physics, so doing a chemistry experiment was a lot more interesting. I also liked how STEM was related to interests I could have like my hair."</i> <i>"The practical aspect of the engineering course. It was interesting to see how they build rockets, cars etc."</i></p>
The number of behavioural incident student reports will	Monitoring	→	On Track/Monitoring

<p>be reduced by 2% by June 2024.</p>			<ul style="list-style-type: none"> • When this was initially put forward the intent was to collect baseline data and/or create a mechanism by which to collect this data. So in that regard we are on target. • Currently, we can use the census data for information on suspensions as a baseline for equity-deserving groups. • Meetings with Cathy Marra, Scott and Alex to determine the best way to collect the data year over year. Next we will have to meet with Marcelle to extract the data in relation to census categories. <p>In terms of reducing by 2%, monitoring</p>
<p>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:</p> <ul style="list-style-type: none"> -feel safe, accepted and welcomed. - experience a sense of belonging and well-being - perceive that school rules are applied fairly. 	<p>Monitoring</p>		<ul style="list-style-type: none"> • Continuation of the Gender-diversity Committee • Beginning stages of development of the Equity Advisory committee • Sharing to census data with the committee and follow up session to share next steps and progression with school community • Safety Week • Anti-Bully Awareness and Prevention Week resources shared with staff and community through Administration and Communication Dept* • Continual engagement with the CRRP Tool kit • Establishment of Venting tool to support diverse presenters • Creation/Review of presenter list to ensure a diverse selection and representation of presenters is provided to schools • Use of the Sankofa resources along with the (Holocaust) • Collect information on current school leads (staff) of Respecting Differences groups (DECEMBER 2023)

			<ul style="list-style-type: none"> • Determine method(s) of data collection (student survey, direct feedback, etc) with regards to the following: (JANUARY 2024) <ul style="list-style-type: none"> - What concerns do students have with regards to supports for 2S+ students/community members? - What supports are currently in place in our schools to address concerns? - What further supports are necessary? - Develop AND Conduct Student Forum (MAY 2024) - provide opportunity(ies) for 'Respecting Differences' groups to come together in a shared space - Create common plan/idea for rollout of support programs in schools <ul style="list-style-type: none"> - Space(s) - Activities - Student Guidelines for GSA/Respecting Differences
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			<ul style="list-style-type: none"> - Engaging and Empowering (speakers, panel, etc. <p>Elementary Principals and Secondary Principals are asked to <u>finalize</u> the name of the School Human Rights & Equity Advisor Lead on the appropriate form below before Friday, December 15, 2023.</p> <ul style="list-style-type: none"> • Area A School Human Rights & Equity Advisor Leads • Area B School Human Rights & Equity Advisor Leads • Area C School Human Rights & Equity Advisor Leads • Area D School Human Rights & Equity Advisor Leads • Area E School Human Rights & Equity Advisor Leads • Area F School Human Rights & Equity Advisor Leads <p><u>HREA Leads Training and Networking Dates (Half Day Face to Face at the CEC):</u></p>
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.	Action Required		The indicator on a more equitable allocation and distribution of resources came from equity discussions between Michell Farrell and Calum about the schools on the priority school list . The discussion started in the GSB Committee and continued in the MYSP Equity Committee.
By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to	Monitoring		<ul style="list-style-type: none"> • Black Leadership Conference for Secondary Black Association led by our Black Excellence Coaches

equity of access, opportunity and outcomes for all.			
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Student Achievement - Strategic Commitment #3

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

Strategic Goals

Goal 3.1	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.
Goal 3.2	Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce.
Goal 3.3	Offer inclusive and specialized programs that address and engage all student learner profiles.

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	0	4	8	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
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%.	ON target	➔	The YCDSB had 79% of students meet the provincial standard in 2022; are on target to achieve this goal. The Curriculum Department continues to provide new and innovative resources to the system to further enhance achievement in this area.
The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 87% to 90%.	Monitoring	↑	The YCDSB had 90% of students meet the provincial standard in 2022; we have achieved this goal.

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%	On target	→	The YCDSB had 58% of students meet the provincial standard in 2022; Through the Board's recently developed and implemented Math Achievement Action Plan, we are on track to meet the goal within the next school year.
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%.	On Target	↑	The YCDSB had 68% of students meet the provincial standard in 2022; we have achieved this goal. Through the Board's recently developed and implemented Math Achievement Action Plan, we hope to further increase achievement this school year.
The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.	Monitoring	↑	This goal is on track to be met by the end of January 2024.
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).	On Target		Focus on Youth completion = 96.6% (August, 2023)

			<p>Dual Credit = 93% (August, 2023)</p> <p>Completion data for students participatin g in programs below will be available at end of <i>each</i> semester respectivel y:</p> <ul style="list-style-type: none">• Coo per ativ e Edu cati on, Dua l Cre dit, Ont ario Yout h App renti ces hip Pro gra m, Sch ools Wit
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			<p>hin a Coll ege;</p> <p>Completion data for Specialist High Skills Major will be available at the end of each school year.</p>
<p>Participation in community work placements through the Pathways to EmployABILITY 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.</p>	Monitoring		<p>Preliminary data shows that there are 20 students who are currently participating in community work placements, compared to last year where there were 25 students working in community work placements by December 2022. Last year, there was a higher participation in semester 2, therefore higher numbers are anticipated as we enter 2024. Achieving the goal of having at least 50 students with special</p>

			<p>needs in a work placement by the end of this academic year may be more challenging than in the past as a recent of review of the Special Education registers at each high school show fewer students who meet the following criteria for entry into a work placement:</p> <p>1) Students must be at least 16 years of age. 2) Students must have completed a full semester Pathways to Employability course.</p>
The STAR Program, curriculum for students on alternative programs, will be available in every elementary school starting in 2023-2024.	On target		<p>The STAR program is in 81 out of 86 elementary schools and each school has at least one special education teacher trained</p>

			<p>to deliver the program.</p> <p>Schools that do not have the program are Blessed Chiara Badano, St. Anthony, St. Edward, St. Joseph Aurora, and St. John Bosco. At this time, these schools do not have students who require the program. The Student Services team will be able to provide the program and the training to these schools in the future if determined that there are students who would benefit.</p>
<p>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.</p>	Monitoring		<p>The STAR program is in 81 out of 86 elementary schools and each school has at least one special education teacher trained</p>

			<p>to deliver the program.</p> <p>Schools that do not have the program are Blessed Chiara Badano, St. Anthony, St. Edward, St. Joseph Aurora, and St. John Bosco. At this time, these schools do not have students who require the program. The Student Services team will be able to provide the program and the training to these schools in the future if determined that there are students who would benefit.</p>
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.	On target		SEA OTs are averaging 2 visits per student from Sept.-Nov. 2023 with regards to training and follow-up of SEA

			equipment, iPads and software, and are on target to achieve and/or surpass this goal area by June 2024.
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.	On target GREEN		<p>As of December 1, 2023, we have received 17 referrals where Autism is a query.</p> <p>-7 of these assessments are either in progress or have been completed, so we are on target to meet this goal.</p> <p>The S/L Team has created a dedicated team of SLPs and CDAs whose mandate is the support of students using AAC tools for face-to-face communication and access to literacy.</p> <p>This team offers capacity building for educators and</p>

		<p>direct support to students.</p> <p>As of November 24th, 2023, 316 visits have been provided this school year in support of 109 different YCDSB students who use AAC tools.</p>
<p>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.</p>	<p>On target GREEN</p>	<p><u>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.</u></p> <p>SEA OTs are averaging 2 visits per student from Sept.-Nov. 2023 with regards to</p>

		<p>training and follow-up of SEA equipment, iPads and software, and are on target to achieve and/or surpass this goal area by June 2024.</p> <p>The S/L Team has created a dedicated team of SLPs and CDAs whose mandate is the support of students using AAC tools for face-to-face communication and access to literacy.</p> <p>This team offers capacity building for educators and direct support to students.</p> <p>As of November 24th, 2023, 316 visits have been provided this school year in support of 109</p>
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			different YCDSB students who use AAC tools.
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Well-Being - Strategic Commitment #4

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

Strategic Goals

Goal 4.1	Provide equitable access to evidence-based culturally-responsive services and resources for all.
Goal 4.2	Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
Goal 4.3	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

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	4	3	2	Monitor	

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
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.	Action Required RED		<p>In consultation with Brandon, discussed an option to incorporate wellness survey questions in the next Employee Engagement Survey. For your consideration, a progress update may include:</p> <p><i>The Board is on target with action required to develop a combined survey for system communication in January 2024 and launch in February 2024.</i></p>

			<p>The last employee engagement survey was completed in 2021. A new survey is due and will be beneficial in understanding the current status of the YCDSB's employee engagement and workplace culture.</p> <p>Please see the recommended timeline below with regards to the employee engagement survey. The recommended action plan is to communicate in January 2024 (likely mid-late January) and launch the survey in February 2024 (see additional info below).</p> <p>At this point, the survey will cover the following areas of the Employee Experience, as per previous survey, but we are open to making any necessary adjustments to questions/structure etc to ensure we elicit the best response from our staff.</p> <ul style="list-style-type: none">• General Engagement• Leadership• Support and Resources• Direction
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- Professional Development

Recommended Timeline:

Date	Action	Information
January 2024	Announcement/Communications	Memo/Email Communications
February 2024	Launch Survey	Employees will have one month (February 2024) to complete the survey.
Mid-February 2024	Reminder	Memo/Email reminders
End of February 2024	End	
March 2024	Pull, Analyze	Pull and analyze result

			<table><tr><td>24</td><td>and Prese nt</td><td>Present report to the SA</td></tr><tr><td>Apr il 20 24</td><td>Scho ol and Board Actio ns Starts</td><td></td></tr></table>	24	and Prese nt	Present report to the SA	Apr il 20 24	Scho ol and Board Actio ns Starts	
24	and Prese nt	Present report to the SA							
Apr il 20 24	Scho ol and Board Actio ns Starts								
A further Employee Engagement Survey will be conducted during the 2023-24 school year with a 20% greater response rate.	Action Require d RED								
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.	Monitori ng YELLOW		<i>The Board is on target to review and revise the Terms of Reference during the 2023-24 school year engaging in continued consultation with internal and external stakeholders to prepare for the committee meeting in February, 2024.</i>						
A formal Employee Recognition Program, inclusive of all staff and labour groups, will be developed and implemented during the 2023-24 school year.	ACTION required RED		I have had a few discussions on a formal Employee Recognition Program with Shiena and understand from her that one of our union partners (I believe OECTA if my memory serves me correct) took issue with this. As a result, I don't believe we as a Board have begun developing such a Program. That said, in						

			<p>my opinion, in the absence of any agreement with OECTA or our other union/Association partners, we are within our management rights to create such a program and I'm a strong advocate of such a program. I'm happy to work with Shiena to resurrect this initiative, which I think would involve discussions with our union/Association partners to solicit feedback (not agreement), and to reiterate that we can proceed with this. Of course, I'm in Dom's and your hands on this if you feel otherwise.</p> <p>Once Shiena returns from vacation in the third week of December, I will continue this discussion with her, but for now I would say for (1) that action is required.</p>
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.	On target GREEN		<p>For your consideration, the recently reviewed language for the HRC report may be useful to provide an update for the goal and implementation by June 2024.</p>

			<p>The ATF identified the importance of school administrators in the support of staffs' wellbeing, engagement and attendance in the workplace. This key role requires that school administrators are provided the support and tools required to support their staff. Within the portfolio of Board Leadership and Development, a plan is in development that will foster foundational leadership practices focusing on building relationships and a supportive, caring culture. Such personal interactions are intended to demonstrate support and care for all staff, creating a culture of trust and connection, and positively impact staffs' engagement and commitment to student achievement.</p>
<p>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.</p>	<p>ON target</p> <p>GREEN</p>		<p><i>The ATF is on target to implement a strategic organizational plan during in the 2023-24 school year to support staffs' reduction of absenteeism costs. The plan includes continued consultative meetings with key stakeholders to ensure the strategies are on target to achieve</i></p>

			<i>cost savings.</i>
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.	Monitoring YELLOW		<p>As of Dec 1, 400 administrators, teachers and school staff have completed professional development focused on mental health literacy. 89% of YCDSB educators completed the PA Day Mental Health Matters module.</p> <p>76/86 elementary schools 17/17 high schools have</p> <p>** data coming</p>
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.	Monitoring YELLOW		<p>As of Dec 1, 400 administrators, teachers and school staff have completed professional development focused on mental health literacy. 89% of YCDSB educators completed the PA Day Mental Health Matters module.</p> <p>76/86 elementary schools 17/17 high schools have</p>

			** data coming
100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.	ACTION required RED		<p>As of Dec 1, 400 administrators, teachers and school staff have completed professional development focused on mental health literacy. 89% of YCDSB educators completed the PA Day Mental Health Matters module.</p> <p>76/86 elementary schools 17/17 high schools have</p> <p>** data coming</p>