

2025-2026 MYSP Reporting Template YEAR THREE

Report #1 - December 16, 2025

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	0/20	14/20	6/20	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	0/3	2/3	1/3	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
1. By June 2026, at least 90% 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	Monitoring	→	While the mandatory Religion and Family Life NTIP sessions have not yet been offered, they are scheduled for mid-year. Feedback from participating NTIP teachers will be collected and analyzed at that time to determine progress toward this SMART goal.
2. The Blessed and Beloved Family Life Education Program will be implemented in 100% of Grades 2 and 3 classrooms by June 2026.	On Target	↑	This SMART goal has been achieved, as the Blessed and Beloved Family Life Education Program is being implemented in 100% of Grades 2 and 3 classrooms. All required resources have been distributed to schools, and in-servicing has been provided to support effective implementation.
3. Before the end of June 2026, 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 25%	Monitoring	→	While the series of Faith Ambassador events has not yet begun, sessions are scheduled to take place during Advent, Lent, Easter, and year-end. Final confirmation of this SMART goal will be provided once all four gatherings have taken place.

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	0/4	3/4	1/4	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
4. By June 2026, YCDSB will develop and deliver three equity and accessibility training sessions for staff grounded in Catholic Social Teaching designed to foster a welcoming, inclusive, and accessible school environment for all students, staff, and families.	On Target		<p>Training sessions have already taken place, with more to come, including:</p> <ul style="list-style-type: none"> • HREAL Leads w/ Shakil (Unconscious Bias/Patterns x2) • Managers/Supervisors w/ Shakil (Unconscious Bias/Patterns) • Senior Team w/ Shakil (Unconscious Bias/Patterns) • YCDSB Board-wide CUPE, OECTA, w/ Shakil (Unconscious Bias/Patterns) • Principals and Senior Team Hate/Bias Motivated Incidents and Crime w/ YRP • YCDSB Board-wide Hate/Bias Motivated Incidents and Crime w/ YRP • Innovation Project - Year 3 Equity and Accessibility Training for 17 Principals and staff
5. By June 2026, YCDSB will use audit data to create seven equity portraits to support schools in identifying and addressing systemic barriers and closing equity gaps.	Monitoring		Turner Consulting currently conducting Education Audit. Portraits are in draft form as of Nov 2025.
6. By June 2026, two system-level strategies will be developed to promote greater inclusion and engagement of students, staff, and families. (i.e. Dismantling Anti-Black Racism Strategy)	Monitoring		<p>Strategies are in development:</p> <ul style="list-style-type: none"> • Phase Two of the YCDSB Classroom Technology Initiative • Turner Consulting in the process of Consultations with communities to develop the YCDSB Equity Plan and Dismantling ABR Strategy

<p>7. By the end of June 2026, at least two new system-level initiatives will have been developed and implemented that address barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented. (i.e. Student Leadership Symposiums)</p>	<p>Monitoring</p>	<p>➔</p>	<p>Planning for the following is underway:</p> <ul style="list-style-type: none"> • Implementation of YCDSB Education Equity Advisory Committees and Community Consultations • YCDSB East Asian Student Symposium (May 2026)
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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	0/8	6/8	2/8	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
8. 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 73% to 75% .	Monitoring	→	72% of students at or above provincial standard in Grade 3 writing, well above the provincial average of 65%, and demonstrating continued success in this area with stable performance. <i>EQAO results are released annually, so the same data is referenced for the duration of the school year.</i>
9. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 89% to 90% .	On Track	↑	90% of students successfully completed OSSLT, and above the provincial average of 85%. <i>EQAO results are released annually, so the same data is referenced for the duration of the school year.</i>
10. 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 60% to 62% .	Monitoring	→	60% of students at or above provincial standard in Grade 6 math, well above the provincial average of 51%, and reflecting stable performance. <i>EQAO results are released annually, so the same data is referenced for the duration of the school year.</i>
11. 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 69% to 70% .	Monitoring	→	69% of students at or above provincial standard in Grade 3 math, above the provincial average of 64%, and reflecting stable performance. <i>EQAO results are released annually, so the same data is referenced for the duration of the school year.</i>
12. 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 70% to 72% .	On Track	↑	73% of students at or above provincial standard in Grade 9 math, well above the provincial average of 54%. <i>EQAO results are released annually, so the same data is referenced for the duration of the school year.</i>

<p>13. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%</p>	<p>Monitoring</p>	<p>➔</p>	<p>While the school year is still in progress, current scheduling indicates that we are on pace to maintain 100% elementary school participation in the STREAM Centres of Excellence. Final confirmation of this target will be provided closer to the end of the school year.</p>
<p>14. Continue to maintain high levels of completion rates (over 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).</p>	<p>Monitoring</p>	<p>➔</p>	<p>Students continue to make progress in achieving these goals, additional data will be needed in order to assess at the next interval.</p>
<p>15. Student Services will define and document key equity indicators specific to their department (eg. OT/PT, Speech and Language, Psychology, etc) by the end of June 2026 as the first phase in developing an equitable service delivery model.</p>	<p>Monitoring</p>	<p>➔</p>	<p>Student Services is currently gathering comprehensive data.</p>

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	0/5	3/5	2/5	Monitor	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
16. 100% of schools will have a mental health and wellbeing goal on their SAP that reflects their school climate data.	Monitoring	→	Data from each school's Student Action Plan (SAP) continues to be reviewed.
17. At 100% of our elementary schools, one of their SAP goals will be related to Active School Travel as supported by the Active School Travel Lead.	On Track	↑	Data from each school's Student Action Plan (SAP) continues to be reviewed.
18. Throughout the 2025–2026 school year, the Attendance Task Force, in collaboration with Employee Wellness and the Communications Department, will implement a system-wide strategy to continue to reduce employee absenteeism.	On Track	↑	This goal is on track as indicated by: <ul style="list-style-type: none"> • Communications and Wellness partnership providing regular wellness emails and programming resources. • Increased utilization of wellness resources • Absenteeism levels decreased, year-to-date
19. 100% of guidance counselors and chaplains will be ASIST trained by June 2026.	Monitoring	→	Training sessions have been offered and most have been trained but not yet 100%.
20. The capacity of the senior academic team in supporting student mental health will be developed using the Leading Mentally Healthy Schools resource from School Mental Health Ontario.	Monitoring	→	The first training session has been completed with the second session scheduled for January.

Year Two (2024-2025) Unreported Goals
Data available AFTER June Report to Board

SMART Goal	Current Status	Trend	Comment
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 3%	Monitoring	→	Data analysis of reading and writing (two different areas) and grades 3 and 6 (two different divisions) proved challenging and not statistically relevant.
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 3%	Monitoring	→	Data analysis of reading and writing (two different areas) and grades 3 and 6 (two different divisions) proved challenging and not statistically relevant.
33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, 67% of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.	On Target	↑	Data from EQAO surveys revealed that all three grades (6, 9 and 10) indicated at least a 67 % awareness of how to access mental health supports.