

2024-2025 MYSP Reporting Template

Report #3 - June 17, 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 (33 Total)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	2/33	10/33	21/33	On Target	↑
Previous (March 2025)	0/33	9/33	24/33	On Target	↑
Previous (Nov. 2024)	1/33	13/33	19/33	On Target	↑

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 (4 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	0/4	0/4	4/4	On Target	↑
Previous (March 2025)	0/4	0/4	4/4	On Target	↑
Previous (Nov. 2024)	0/4	0/4	4/4	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
1. By June 2025, at least 85% 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.	↑	↑	100% of respondents have reported a positive and significant impact (“Agree “ or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life 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 50% .	↑	↑	Based on our Luke 4:18 Symposium exit tickets, there has been a 60% increase in school participation in the Development and Peace Schools program.
3. The <i>Blessed and Beloved</i> Family Life Education Program will be implemented in 100% of Grade 1 classrooms by June 2025.	↑	↑	School representatives have attended professional development in-services and the Religious Education team is available for ongoing support.
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 25% .	↑	↑	35% increase in the total number of attendees at Faith Ambassador events.

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 (6 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	0/6	2/6	4/6	On Target	↑
Previous (March 2025)	0/6	1/6	5/6	On Target	↑
Previous (Nov. 2024)	0/6	4/6	2/6	Monitor	→

SMART Goal	Prior Status	Current Status	Comment
5. Three 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.	↑	↑	Several important initiatives, including the Student Census Analysis to better understand student needs, the Eradication of Poverty Fundraiser to support anti-poverty efforts, and the Tana Turner Staff Equity Audit have been initiated over the 2024-2025 school year.
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 85% of the participants report changes in their awareness, attitudes and actions moving forward.	↑	↑	Both the Senior Team and Principals participated in workshops focused on Leadership in Polarized Times.
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.	↑	→	Key initiatives underway include the completion of the Tana Turner Staff Equity Audit, and collaboration with Accessibility Partners to conduct a Gap Analysis and update the YCDSB Multi-Year Accessibility Plan. These efforts involve staff interviews, policy reviews, training assessments, and compliance audits, culminating in an AODA compliant Accessibility Plan to drive meaningful progress. Policy changes have been made that align with the audit.
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.	↑	↑	The Employment Equity Audit has informed the Implementation Plan and is already driving change across departments. Examples include updates to HR job postings, revisions to the META policy, new staff training initiatives, exploration of additional ERGs, and ongoing reviews of accessibility and equity-related policies.

SMART Goal	Prior Status	Current Status	Comment
<p>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.</p>	➔	➔	<p>Posters were distributed by the HREA Office to the HREA Leads at Board in services, however a HREA replacement is needed to complete the goal.</p> <p>November 2024 Posters distributed: 1. "Love Thy Neighbour, Respect their Rights" 2. "Unity in Faith, Dignity in Dialogue" 3. "Diverse Abilities, Shared Faith"</p>
<p>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.</p>	⬆	⬆	<p>The Implementation of Eradication of Poverty Fund in schools supported the Central Technology Equity Fund school identification.</p>

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 (17 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	2/17	6/17	9/17	Monitor	➡
Previous (March 2025)	0/17	5/17	12/17	On Target	⬆
Previous (Nov. 2024)	0/17	7/17	10/17	On Target	⬆

SMART Goal	Prior Status	Current Status	Comment
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 79% to 80%	➡	➡	73% of students at or above provincial standard in Grade 3 writing. Well above the provincial average of 64% and still showing continued success in this area.
12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at 90% .	⬆	⬆	89% of students successfully completed OSSLT, just shy of our 90% goal, and above the provincial average of 85%.
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 58% to 60%	⬆	⬆	60% of students at or above provincial standard in Grade 6 math, well above the provincial average of 50%.
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 70% to 72%	⬆	⬆	69% of students at or above provincial standard in Grade 3 math and well above the provincial average of 61%.
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 68% to 70%	⬆	⬆	70% of students at or above provincial standard in Grade 9 math, well above the provincial average of 54%.
16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%	⬆	⬆	By the end of Term 2, 100% of elementary schools have visited and engaged in learning at the STREAM Centres of Excellence.
17. 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).	⬆	⬆	Over 90% completion rates in all areas of Experiential Learning.

SMART Goal	Prior Status	Current Status	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%	➔	➔	Continue to monitor until results of EQAO are released in October 2025.
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% .	➔	➔	Continue to monitor until results of EQAO are released in October 2025.
20. By June 2025, 100% 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.	⬆	⬇	The Transition Framework has been completed/published and Special Education Teachers and VPs have been trained. Due to scheduling challenges, Principals training has not yet occurred.
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 100 % of schools as required.	⬆	⬆	As of 2024/25 school year all special education students are serviced by a Special Education teacher assigned to the school. Alternative Placement Teachers are no longer in place but we continue to support alternative learning in all of our schools.
22. By June 2025, the STAR program goals and expectations will be included in one student IEP in 100% of elementary schools where required.	➔	➔	Although gains were made over the course of the 2024-2025 year, the hoped-for impact of 100% of elementary schools addressing the STAR program in their IEPs was not accomplished.

SMART Goal	Prior Status	Current Status	Comment
23. By June 2025, participation in school activities (gym, sports, recess, field trips, school events) and programming will improve by 50% as a direct result of increased OTPT consultation.	➔	⬇	The OTPT were required to focus the majority of their resources on supporting staff training, particularly for education workers. OTPT did provide consultation and therapists accompanied students with mobility needs on field trips and/or school events to facilitate participation and inclusion. However, the goal was not met.
24. By June 2025, a minimum of 75% 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.	⬆	⬆	Over the 2024-2025 school year educators were trained and feedback was gathered. The feedback led to revisions in the training approach and that allowed the goal of 75% of participants reporting that they have acquired at least one new evidence-based instructional strategy to be achieved.
25. By June 2025, 80% 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	⬆	➔	Many students across the system with a BMS safety plan have been supported, but the goal of 80% with a recommendation for a function-based learning objective was not obtained.
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 four elementary schools	⬆	⬆	The SAS Social-Emotional learning pilot was initiated in two schools for Term 1 and four additional schools received this pilot program in Term 2.
27. By June 2025, Itinerant Autism Intervention teachers will provide support to 60 students in FDK classes by providing modelling and demonstration of evidence-based strategies to Special Education and FDK teachers, resulting in increased student participation.	⬆	➔	ASD itinerants provided support to students in FDK classes, but the goal of 60 students was not accomplished.

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 (6 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current (June 2025)	0/6	2/6	4/6	Monitor	→
Previous (March 2025)	0/6	3/6	3/6	On Target	↑
Previous (Nov. 2024)	1/6	2/6	3/6	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
28. All elementary schools (100%) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families	→	↑	An Active School Travel lead was identified for 100% of our elementary schools . The lead is responsible for ensuring the monthly communications are sent.
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.	→	→	The 2024-25 school year revealed a strong collaboration with the Communication Department 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.	↑	↑	Continued focused work on the priorities identified in the SWOT analysis with the Board's trend towards the mean- magnitude of absence benchmarking results as per the School Board's Cooperative Absence Study report
31. As of June 2025, 100% of elementary and secondary schools will have a mental health ambassador.	↑	↑	Mental health ambassadors have successfully been placed at all schools.
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 20% .	↑	↑	The target of 20% of educators attending a mental health focused Professional Development session was achieved.
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.	→	→	Data coming from EQAO in Fall 2025.