

Student Achievement Plan  
(OPERATIONAL PLAN)  
2024-2025

Revised November 2024

**Background:** In an effort to create cohesion and alignment we have combined the Board’s Operational Plan with the Student Achievement Plan. The combined plan allows staff to live out its mission, vision and values and to achieve the three strategic pathways: **We are called to strengthen our faith-based, inclusive and equitable community; We are called to promote innovation; We are called to advance leadership and learning for All.** The plan for 2024-2025 also *serves to focus our work on developing the six global competencies for Deep Learning: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking which are essential to student success and well-being.* This plan is monitored on an ongoing basis and will be reported on to the Board of Trustees under EL10- General Executive Limitations in monitoring reports provided in January and June. The monitoring reports are completed by collecting data/evidence from our schools and through our central office staff.

**Mission:** To realize each student’s potential within our inclusive Catholic learning community by nurturing and developing their mind, body and spirit.  
**Vision:** Leaders in Learning and Faith  
**Values:** Modeling Jesus in the world through: Faith, Respect, Community, Innovation and Learning

**STRATEGIC PATHWAY #1: We are called to strengthen our faith-based, inclusive and equitable community.**

Goals to Support Student Achievement and Well-Being	Actions	Evidence – data collected <i>indicates Ministry of Education Mandatory Data Collection</i>
1.1 Live the Catholic gospel values. (Global Competency: Character)	<ul style="list-style-type: none"><li>Administrative Guidelines and Procedures (APGs) and policies reflect our Catholic faith.</li><li>The Catholic Faith is visible in our school and board communities.</li><li>Staff and students participate in faith-based celebrations.</li><li>The Religion and Family Life programs are being taught in all Kindergarten to Grade 8 classrooms.</li><li>Students and staff participate in community service, charity initiatives and social justice activities.</li><li>The work of the Student Senate advances our Catholic faith and provides students with opportunities for community service.</li><li>Ongoing adult faith formation opportunities for trustees, and board staff are provided.</li></ul>	<ul style="list-style-type: none"><li>School surveys, including student surveys, focus groups and feedback following PD sessions</li><li>Review policies and APGs through the lens of the gospel values</li><li>The number and type of opportunities that encourage social justice initiatives/activities</li><li>The number and type of opportunities and participation in faith based opportunities</li><li>Community partners (parish representatives and others) are visible in our schools</li><li>Codes of Conduct and bullying prevention and intervention plans are in place and up to date</li><li>In-home – school communication reflecting CSGE</li><li>Monthly celebrations</li><li>Integration of our Faith throughout the curriculum, including Catholic School Graduate Expectations, virtues/values.</li><li>Student surveys/focus groups indicate that students have an understanding of the Catholic dimension of our schools and that their school experience allow opportunities for them to become a contributing member of community.</li><li>System opportunities are offered and planned in collaboration with our local priests/Bishop: The Staff and Family Mass held in May; annual leadership team retreat in May; Inaugural meeting of the Board of Trustees; Advent and Lenten celebrations, Board-wide mass, SCDSB service projects.</li></ul>
1.2 Improve students’ participation in class time and learning. (Global Competency: Character)	<ul style="list-style-type: none"><li>School communities will work collaboratively to address low school attendance and disengagement in school.</li><li>Focus on progressive discipline and alternatives to suspension.</li><li>Supporting students with exceptionalities that exhibit aggressive or violent behaviours. A focus on equity and inclusion to ensure that all students feel a sense of belonging and can contribute to the school community.</li><li>Provide job embedded training on classroom management, including de-escalation strategies, conflict resolution, and culturally responsive teaching.</li><li>School based transition plans are in place between secondary and feeder elementary schools.</li><li>Variety of program/pathway options for students are offered.</li><li>Physical environment that promotes student engagement.</li><li>Training for trauma informed care.</li></ul>	<ul style="list-style-type: none"><li>% of students who remain with SCDSB (excluding those who leave the community)</li><li>Transition Plans / Activities in place</li><li>The results of the parent Exit surveys are monitored and addressed</li><li>Student impact survey data for Grade 8 and 12 students collected, analyzed and inform next steps</li><li><i>Percentage of students in Grade 4-12 who were suspended at least once</i></li><li><i>Percentage of students in Grade 1-8 whose individual</i></li></ul>

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		<i>attendance rate is equal to or greater than 90%</i> <ul style="list-style-type: none"><li>• Signage in place to promote respectful learning environment</li><li>• Flexible learning spaces which are AODA compliant</li><li>• Student census survey, student voice matters data collected and analyzed</li></ul>
1.3 Focus on enhanced communication (Global competency: Collaboration and communication)	<ul style="list-style-type: none"><li>• Schools have a Catholic School Council in place.</li><li>• A Catholic Parent Involvement Committee (CPIC) is in place.</li><li>• Learning opportunities and resources are provided for parents.</li><li>• Regular school, department and system level meetings.</li><li>• Community partnerships.</li><li>• The annual budget includes consultation opportunities with our stakeholders, including parents/guardians and school leaders.</li><li>• Ensure that systems and processes will continue to be in place to support communication internally with staff, externally with parents and community and the Board of Trustees.</li></ul>	<ul style="list-style-type: none"><li>• EDSBY usage data</li><li>• Evidence will be collected through the Director of Education’s Office and will be reported on through EL70 – Catholic School Councils</li><li>• Feedback following parent activities at the school and system levels</li><li>• The number of meetings held by JSC, JBPD, JHSC, LSS, CEC, CUPE, P/VP</li><li>• Monthly review of analytics for board and school related social media and website</li><li>• Communication through Website/Intranet, Press releases, Edsby/Messenger</li><li>• regular meetings with P/VPs, PIC, Special Education Advisory Council, Indigenous Advisory Committee, Trustees</li><li>• Monthly school staff meetings</li></ul>
1.4 Support and nurture the mental health and well-being of students and staff. (Global Competency: Character)	<ul style="list-style-type: none"><li>• SCDSB website promoting mental health and well-being and informing families and students how to access available services.</li><li>• Educate staff and promote the services in Family Employee Assistance Program (FEAP) and promote FEAP.</li><li>• Wellness Committee focused on the well-being of staff.</li><li>• Nurture and promote student voice through a variety of student led clubs, groups, activities.</li><li>• Updated board mental health and well-being strategy.</li><li>• Tier 1 interventions in classrooms for mental health and well-being.</li><li>• Tier 2 interventions in schools with Mental Health staff.</li><li>• Consistent implementation of Ontario Mental Health Strategy.</li><li>• Completion of SMHO modules in grade 7, 8, 10.</li></ul>	<ul style="list-style-type: none"><li>• <i>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health</i></li><li>• The Board Mental Health plan</li><li>• Staff attendance is monitored to identify trends</li><li>• % of students in Grades 4-12 who feel their school is a safe and inclusive environment</li><li>• Evidence of implementation of the grade seven, eight and ten mandatory mental health Ontario modules are implemented</li><li>• Percentage of students accessing mental health supports (through the mental health services)</li><li>• Mental health and well-being awareness and information on website and Board social media sites</li><li>• Percentage of staff usage of Employee Family Assistance Program (FEAP)</li><li>• CYWs/Clinicians/SW support with mental health modules Tier 1 and Tier 2 supports</li></ul>
1.5 Advance equity, diversity & inclusion. (Global Competency: Citizenship)	<ul style="list-style-type: none"><li>• Training is in place for employees including new employee orientation relevant Administrative Procedures &amp; Guidelines (APGs)</li><li>• Establish Anti-Racism APG</li><li>• Review hiring practices to ensure equity</li><li>• Support for Multi Language Learners provided</li><li>• Learning opportunities and resources used reflect the students we serve</li><li>• Enhanced student ambassador programs for International students</li><li>• Initial STEP Assessment for MLL in place</li><li>• Collect student census data</li><li>• Support for international education program</li></ul>	<ul style="list-style-type: none"><li>• Audits of IEPs</li><li>• Learning opportunities provided</li><li>• The number of international students has increased</li><li>• Report card data and credit accumulation to measure success of students who are identified as MLL</li><li>• Number of sections of ESL classes in secondary</li><li>• Monitor achievement of goals in alternative programs</li><li>• Student census survey completed and data analyzed</li><li>• Monitor number of Special Education students graduating on schedule (OSSD)</li></ul>

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2.1 Effective use of technology for teaching and learning. (Global Competency: Communication)	<ul style="list-style-type: none"><li>• Support coding/robotics skills development in K to 12</li><li>• Community partnerships to support access to STEAM</li><li>• Expand the use of digital resources for staff and students via the teacher/student hub</li><li>• Increase cyber security knowledge of students, parents and staff</li><li>• Increase Board-wide capacity in the use of AI as a learning, problem-solving and decision making tool</li></ul>	<ul style="list-style-type: none"><li>• Innovation Steering Committee has cross department representation</li><li>• Google Analytics</li><li>• Grade 8 and Grade 12 student exit surveys show that technology was used to enhance student learning</li><li>• Core resource lists for regular and FI reflects digital resources</li><li>• Participation rate in the Ontario eLearning Consortium (OeLC) and the Catholic Virtual Ontario (CVO)</li><li>• Results of Director focus groups</li><li>• Maintain 2 to 1 ratio of devices across the system</li><li>• Students have access and use of equipment and technology</li><li>• Cyber security modules and school community awareness</li><li>• Cyber security traning for staff, parents and students</li></ul>
2.2 Increase student preparation for future success. (Global Competency: All 6 Cs)	<ul style="list-style-type: none"><li>• Increase credit rescue opportunities</li><li>• Promote students in Grades 11 and 12 taking Science and or Mathematics courses</li><li>• Increase Experiential Learning opportunities</li><li>• Innovation projects (Teacher Learning &amp; Innovation Allocation - TLIA) opportunities in place</li><li>• Embed Deep Learning into practice</li><li>• Provide Connections to Education and Career/Life Planning/XELLO</li><li>• Increase number of students accessing PLAR opportunities</li></ul>	<ul style="list-style-type: none"><li>• # of credits attained by students accessing PLAR</li><li>• % of students who obtain 16 credits by the end of Grade 10 increases.</li><li>• % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</li><li>• % of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school</li><li>• % of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9</li><li>• % of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)</li><li>• % of students who meet or exceed the provincial standard on the report card data in Science, Art and Technology for grades 1 to 12</li><li>• Percentage of students who believe their learning has prepared them for the next step in their learning experience</li><li>• Kivi Park usage</li><li>• # of students in OYAP (Ontario Youth Apprenticeship Program)</li><li>• COOP (cooperative Education); Dual Credit / SCWI / SHSM and their success rates</li><li>• Field trip opportunities (Skills Canada, Exploring trades' day) both virtual and face to face)</li></ul>

**STRATEGIC PATHWAY #3: We are called to advance leadership and learning for All**

Goals to Support Student Achievement and Well-Being	Actions	Evidence – data collected *** <i>indicates Ministry of Education Mandatory Data Collection</i>
3.1 Improve students' literacy learning and achievement (Global Competency: Critical thinking and Communication)	<ul style="list-style-type: none"><li>• Use compulsory resources to inform Tier 1 instruction.</li><li>• Implementation of Multi Tiered System of Support (MTSS) - using data to plan intentional Tier 2 and Tier 3 support.</li><li>• Focus on supporting ongoing professional learning in the area of literacy instruction.</li><li>• Train and support tutors in the classroom to close gaps in learning</li><li>• Provide literacy learning opportunities for families</li></ul>	<ul style="list-style-type: none"><li>• % of students who meet or exceed the provincial standard on report cards</li><li>• % of Indigenous students, % of students with special education needs who meet or exceed the provincial standard on the report card</li><li>• <i>% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing</i></li><li>• <i>% of first time eligible fully participating students who are</i></li></ul>

Goals to Support Student Achievement and Well-Being	Actions	Evidence – data collected *** <i>indicates Ministry of Education Mandatory Data Collection</i>
		<i>successful on the OSSLT</i> <ul style="list-style-type: none"><li>• Pre/post Empower data</li><li>• Number of educators who are trained</li><li>• Acadience Screener, CORE Assessment tools, Lexia data, UFLI</li></ul>
3.2 Improve students' math learning and achievement (Global Competency: Critical thinking and Communication)	<ul style="list-style-type: none"><li>• A math action plan with a focus on grade 3, 6, 9 is in place</li><li>• Implement High Yield Instructional Practices in Mathematics</li><li>• Consistent use of compulsory resources, including scope and sequence.</li></ul>	<ul style="list-style-type: none"><li>• The number of students in Grade 10 who achieve their credits in mathematics (16 by 16) has improved.</li><li>• Students will identify being more confident in mathematics as demonstrated in the EQAO survey.</li><li>• <i>% of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math</i></li><li>• % of students who meet or exceed the provincial standard in math report card evaluation in Grades 3 and 6 and 9</li><li>• % of Indigenous students, students special education needs who meet or exceed the provincial standard on the report card</li><li>• <i>% of students achieving the provincial standard in Grade 9 de-streamed math as measured by report card data and EQAO results</i></li><li>• Staff surveys/feedback following PD sessions, including the collaborative inquiry focused on aligning grades 7-8-9 mathematics instruction.</li><li>• Compulsory resources are being utilized (math up/mathology)</li></ul>
3.3 Continue to build on the French as a Second Language (FSL) strategy. (Global Competency: Communication)	<ul style="list-style-type: none"><li>• French is the language of communication and instruction in FSL classrooms .</li><li>• K-12 Teachers are using the Common European Framework of Reference (CEFR) framework including “l’approche actionelle” to build effective communication skills.</li><li>• Improve student retention in FSL programs from K-12.</li><li>• Recruit and retain fluent qualified FSL teachers.</li><li>• Implement Tier 1 &amp; 2 intervention strategies.</li></ul>	<ul style="list-style-type: none"><li>• Updated compulsory resources and instructional minutes are provided and implemented</li><li>• French is the language of communication as monitored through principal, superintendent and Director visits</li><li>• The number of Grade 12 students participating and successfully completing the DELF has increased</li><li>• The number of students registering and remaining in the FSL programs is maintained or improved</li><li>• Track the use of SMASH Education</li><li>• Provide training on compulsory resouces and progress monitoring</li></ul>
3.4 Continue to build on the Indigenous Education and language strategy. (Global Competency: Citizenship)	<ul style="list-style-type: none"><li>• Cultural and pedagogical activities are planned in collaboration with students, staff and community.</li><li>• Indigenous Graduation Coach is in place at St. Charles College.</li><li>• Anishnabemowin Language opportunities offered in schools.</li><li>• Provide culturally responsive and relevant professional development for educators focused on Indigenous student achievement and well-being.</li><li>• Indigenous Education Committee in place.</li><li>• Schools using their self-id data as well as their achievement data to inform their practice.</li><li>• Improve strategy for self-identification.</li><li>• Student census data collected.</li><li>• Engagement for school with First Nations Education Department staff and community partners.</li><li>• Indigenous Lead and/or designated staff participate in professional learning opportunities including regional meetings to build capacity.</li></ul>	<ul style="list-style-type: none"><li>• The number of returning students and parents that voluntarily self-ID has increased as per self-ID data numbers</li><li>• Credit accumulation increases</li><li>• % of Indigenous students who obtain OSSD within 5 years</li><li>• % of students enrolled in Ojibwe language classes</li><li>• % of students enrolled in indigenous focused courses at the secondary level</li><li>• Partnerships with First Nation communities of Atikameksheng Anishinabek and Wahnapiatae First Nation as well as Indigenous parents, community partners and other stakeholders</li><li>• Student and staff participation in cultural activities and land based learning opportunities</li><li>• Self ID is on the online registration form</li></ul>
3.5 Develop and implement a recruitment retention and succession plan for the	<ul style="list-style-type: none"><li>• Diversity is reflected in all employee groups.</li><li>• Rigorous recruitment processes are in place for various positions.</li></ul>	<ul style="list-style-type: none"><li>• Gap analysis completed</li><li>• Track and monitor recruitment activities and the number of new</li></ul>

Goals to Support Student Achievement and Well-Being	Actions	Evidence – data collected ***indicates Ministry of Education Mandatory Data Collection
organization. (This goal support all 6 Cs)	<ul style="list-style-type: none"><li>• Positions have up-to-date job descriptions that set out accountabilities, leadership attributes, and qualifications.</li><li>• Mentor opportunities within the organization are provided.</li><li>• A Board Leadership Development program is in place.</li><li>• Recruitment activities.</li><li>• Improve onboarding, orientation for all new staff members.</li></ul>	<p>hires</p> <ul style="list-style-type: none"><li>• A succession plan developed through feedback and consultation</li><li>• Improved retention rate</li><li>• Increase in qualified applicants</li></ul>
3.6 Foster opportunities to advance leadership. (Leadership development touches upon all 6 Cs)	<ul style="list-style-type: none"><li>• Develop leadership potential and skills at all levels</li><li>• Implement leadership development series for teachers/principals/vice-principals.</li><li>• Vice-Principal Learning Teams.</li><li>• PD on Ministry of Education priorities and expected practices.</li></ul>	<ul style="list-style-type: none"><li>• Feedback from P/VP learning team</li><li>• Feedback from PD opportunities</li><li>• Performance appraisals for all staff are completed and adhere to the outlined process</li><li>• Completion of annual learning/growth plans</li><li>• Monitor professional learning programs/opportunities focused on leadership development</li><li>• Mentorship opportunities</li><li>• Professional development opportunities</li><li>• Sharing of effective practices and team building</li><li>• Student Senate participation</li></ul>
3.7 Improve staff attendance (This goal supports all 6 Cs)	<ul style="list-style-type: none"><li>• A framework for absence management and the promotion of wellness is completed.</li><li>• Reduce absence rate.</li><li>• Implement SCDSB Absence Management Strategic Plan.</li></ul>	<ul style="list-style-type: none"><li>• Staff absence data</li><li>• The number of staff who participate in the Wellness Committee activities and offerings</li><li>• Monitoring tasks as per the Absence Management Strategic Plan plan which includes: Industry best practices; a wellness program; a training program for P/VPs and supervisors; and a focus on culture. Implement the SCDSB Absence Management Strategic Plan as per the implementation plan.</li></ul>