

**Student Achievement Plan
(OPERATIONAL PLAN)
2025-2026**

Revised October 2025

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 2025-2026 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 throughout the academic year on a monthly basis. 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 indicates Ministry of Education Mandatory Data Collection |
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| 1.1 Live the Catholic gospel values. (Global Competency: Character) | <ul style="list-style-type: none"> Administrative Guidelines and Procedures (APGs) and policies reflect our Catholic faith. The Catholic Faith is visible in our school and board communities. Staff and students participate in faith-based celebrations. The Religion and Family Life programs are being taught in all Kindergarten to Grade 8 classrooms. Students and staff participate in community service, charity initiatives and social justice activities. The work of the Student Senate advances our Catholic faith and provides students with opportunities for community service. Ongoing adult faith formation opportunities for trustees, and board staff are provided. | <ul style="list-style-type: none"> School surveys, including student surveys, focus groups and feedback following PD sessions Review policies and APGs through the lens of the gospel values The number and type of opportunities that encourage social justice initiatives/activities The number and type of opportunities and participation in faith based opportunities Community partners (parish representatives and others) are visible in our schools Codes of Conduct and bullying prevention and intervention plans are in place and up to date Monthly celebrations Integration of our Faith throughout the curriculum, including Catholic School Graduate Expectations, virtues/values. System opportunities are offered and planned in collaboration with our local priests/Bishop. |
| 1.2 Improve students’ participation in class time and learning. (Global Competency: Character) | <ul style="list-style-type: none"> School communities will work collaboratively to address low school attendance and disengagement in school. Focus on progressive discipline and alternatives to suspension. 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. Provide job embedded training on classroom management, including de-escalation strategies, conflict resolution, and culturally responsive teaching. School based transition plans are in place between secondary and feeder elementary schools. Variety of program/pathway options for students are offered. Physical environment that promotes student engagement. Training for trauma informed care. | <ul style="list-style-type: none"> % of students who remain with SCDSB (excluding those who leave the community) Transition Plans / Activities in place The results of the parent Exit surveys are monitored and addressed Student impact survey data for Grade 8 and 12 students collected, analyzed and inform next steps <i>Percentage of students in Grade 4-12 who were suspended at least once</i> <i>Percentage of students in Grade 1-8 whose individual attendance rate is equal to or greater than 90%</i> Signage in place to promote respectful learning |

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected <i>indicates Ministry of Education Mandatory Data Collection</i> |
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| | | <ul style="list-style-type: none"> environment • Flexible learning spaces which are AODA compliant • Student census survey, student voice matters data collected and analyzed |
| 1.3 Focus on enhanced communication (Global competency: Collaboration and communication) | <ul style="list-style-type: none"> • Schools have a Catholic School Council in place. • A Catholic Parent Involvement Committee (CPIC) is in place. • Learning opportunities and resources are provided for parents. • Regular school, department and system level meetings. • Community partnerships. • The annual budget includes consultation opportunities with our stakeholders, including parents/guardians and school leaders. • 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. | <ul style="list-style-type: none"> • EDSBY usage data • Evidence will be collected through the Director of Education’s Office and will be reported on through EL70 – Catholic School Councils • Feedback following parent activities at the school and system levels • The number of meetings held by JSC, JBPD, JHSC, LSS, CEC, CUPE, P/VP • Monthly review of analytics for board and school related social media and website • Communication through Website/Intranet, Press releases, Edsby/Messenger • regular meetings with P/VPs, PIC, Special Education Advisory Council, Indigenous Advisory Committee, Trustees • Monthly school staff meetings |
| 1.4 Support and nurture the mental health and well-being of students and staff. (Global Competency: Character) | <ul style="list-style-type: none"> • Wellness Committee focused on the well-being of staff. • Promote staff use of services in Family Employee Assistance Program (FEAP). • Updated board mental health and well-being strategy and action plan in alignment with the Ontario Mental Health Strategy. • SCDSB website promoting mental health and well-being and informing families and students how to access services. • Tier 1 (Universal Supports): evidence-based SEL programs across FDK–Grade 12; whole-school mental health campaigns/awareness activities; SMHO mental health modules embedded into grade 7, 8, 10; universal parent/caregiver information sessions; build staff capacity through professional development in mental health literacy and classroom strategies. • Tier 2 (Targeted Supports): small group or brief, structured individual interventions delivered by Registered Mental Health Clinicians; teacher and parent/caregiver consultations; system navigation support for students. • Tier 3 (Intensive Supports): risk assessments/safety plans for high-risk students; crisis intervention and VTRA coordination/facilitation; case management and support for students with complex needs; student transition support, including gradual re-entry plans; advocacy for students/families requiring multi-agency collaboration; | <ul style="list-style-type: none"> • # of wellness committee meetings held annually • # and type of staff wellness initiatives/events • # of staff participating in wellness activities • % of staff usage of Employee Family Assistance Program LifeWorks • % of staff reporting satisfaction with EFAP LifeWorks • updated and published Board Mental Health & Well-Being Strategy aligned with Ontario Mental Health Strategy • analytics for mental health and well-being information on website/social media • % of students in grade 6, 9, & 10 reporting awareness of mental health supports • # of elementary classrooms receiving SEL programs from CYW/Registered Clinicians • # of intermediate classrooms receiving SEL programs from CYW/Registered Clinicians • # of secondary classrooms receiving SEL programs from CYW/Registered Clinicians • # of whole-school mental health campaigns/awareness events • % of classrooms receiving the mandatory SMHO modules in Grades 7, 8, and 10 • # of parent/caregiver information sessions and attendance rates • # of Board staff attending professional development sessions in mental health literacy |

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected <i>indicates Ministry of Education Mandatory Data Collection</i> |
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| | | <ul style="list-style-type: none"> • % of students in Grades 4–12 who feel their school is a safe and inclusive environment. • # of small group interventions delivered and student attendance rates • # of brief structured individual interventions provided • # of teacher consultations provided • # of parent/caregiver consultations provided • # of risk assessments completed • # of individualized safety plans developed and monitored • # of crisis interventions by HSN Mobile Crisis • # of VTRAs • # of students receiving intensive case management supports • # of transition meetings for students returning from hospital/treatment • student/family satisfaction with re-entry supports • # of student/family advocacy activities (multi-agency meetings, case conferences) |
| 1.5 Advance equity, diversity & inclusion. (Global Competency: Citizenship) | <ul style="list-style-type: none"> • Training is in place for employees including new employee orientation relevant Administrative Procedures & Guidelines (APGs) • Establish Anti-Racism APG • Review hiring practices to ensure equity • Support for Multi Language Learners provided • Learning opportunities and resources used reflect the students we serve • Enhanced student ambassador programs for International students • Initial STEP Assessment for MLL in place • Collect student census data • Support for international education program | <ul style="list-style-type: none"> • Audits of IEPs • Learning opportunities provided • The number of international students has increased • Report card data and credit accumulation to measure success of students who are identified as MLL • Number of sections of ESL classes in secondary • Monitor achievement of goals in alternative programs • Student census survey completed and data analyzed • Monitor number of Special Education students graduating on schedule (OSSD) |

STRATEGIC PATHWAY #2: WE ARE CALLED TO PROMOTE INNOVATION

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected <i>***indicates Ministry of Education Mandatory Data Collection</i> |
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| 2.1 Effective use of technology for teaching and learning. (Global Competency: Communication) | <ul style="list-style-type: none"> • Support coding/robotics skills development in K to 12 • Community partnerships to support access to STEAM • Expand the use of digital resources for staff and students via the teacher/student hub • Increase cyber security knowledge of students, parents and staff • Increase the ratio of devices available to students across the system, enabling more equitable access to technology. This, combined with the adoption of digital curriculum resources, supports student learning and fosters greater comfort and awareness in using technology, including emerging AI tools. • Increase Board-wide capacity in the use of AI as a learning, problem-solving and decision-making tool | <ul style="list-style-type: none"> • Number of school participating in <i>FIRST</i> Robotics – in school and/or teams competing in formal <i>FIRST</i> events • Google Analytics • Grade 8 and Grade 12 student exit surveys show that technology was used to enhance student learning • Core resource lists for regular and FI reflects digital resources • Participation rate in the Ontario eLearning Consortium (OeLC) and the Catholic Virtual Ontario (CVO) • Results of Director focus groups • Students have access and use of equipment and |

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| | | technology <ul style="list-style-type: none"> • Cyber security modules and school community awareness • Cyber security training for staff, parents and students • AI training for all staff and students |
| 2.2 Increase student preparation for future success. (Global Competency: All 6 Cs) | <ul style="list-style-type: none"> • Increase credit rescue opportunities • Promote students in Grades 11 and 12 taking Science and or Mathematics courses • Increase Experiential Learning opportunities including robotics • Innovation projects (Teacher Learning & Innovation Allocation - TLIA) opportunities in place • Embed Deep Learning into practice • Provide Connections to Education and Career/Life Planning/XELLO • Increase number of students accessing PLAR opportunities | <ul style="list-style-type: none"> • # of credits attained by students accessing PLAR • % of students who obtain 16 credits by the end of Grade 10 increases. • % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses • % of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school • % of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9 • % of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits) • % of students who meet or exceed the provincial standard on the report card data in Science, Art and Technology for grades 1 to 12 • Percentage of students who believe their learning has prepared them for the next step in their learning experience • Kivi Park usage • # of students in OYAP (Ontario Youth Apprenticeship Program) • COOP (cooperative Education); Dual Credit / SCWI / SHSM and their success rates • Field trip opportunities (Skills Canada, Exploring trades' day) both virtual and face to face) • % of schools participating in FIRST Robotics learning experiences |

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> |
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| <p>3.1 Improve students' literacy learning and achievement (Global Competency: Critical thinking and Communication)</p> | <ul style="list-style-type: none"> • Use compulsory resources to implement Tier 1 instruction. • Implementation of Multi-Tiered System of Support (MTSS) - using data to plan intentional and responsive Tier 2 and Tier 3 support. • Focus on supporting ongoing professional learning in the area of literacy instruction. • Train educators to implement systematic and explicit writing instruction in the early years (grades 1-3). • Focused attention on incorporating language instruction across the curriculum. • Develop consistent literacy block frameworks for K- 8 teachers. • Train and support tutors in the classroom to support gap closing. • Communicate Screener results to families and provide literacy learning opportunities for families | <ul style="list-style-type: none"> • % of students who meet or exceed the provincial standard on report cards • % of Indigenous students, % of students with special education needs who meet or exceed the provincial standard on the report card • % of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing • % of first time eligible fully participating students who are successful on the OSSLT • Pre/post intervention data for both Tier 2 and Tier 3 (Empower) programming • Number of educators who are trained in explicit and systematic reading and writing instruction. • Acadience Screening Data, Diagnostic Assessment Data at the school level, Lexia data, UFLI Progress monitoring data at the school level. |
| <p>3.2 Improve students' math learning and achievement (Global Competency: Critical thinking and Communication)</p> | <ul style="list-style-type: none"> • A math action plan with shared goal planning for all elementary and secondary schools • A comprehensive Math Intervention Strategy, with staff providing tiered supports targeted particularly at Grades 3, 6, and 9. This approach ensures early identification of student needs, responsive interventions, and consistent monitoring to improve achievement at key transition points in mathematics learning • Full implementation of Knowledgehook (math digital tool) • Implement High Yield Instructional Practices in Mathematics • Consistent use of compulsory resources, including scope and sequence. • Providing more math resources for teachers and students (e.g. math manipulations, digital math tools) • | <ul style="list-style-type: none"> • The number of students in Grade 10 who achieve their credits in mathematics (16 by 16) has improved. • Students will identify being more confident in mathematics as demonstrated in the EQAO survey. • % of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math • % of students who meet or exceed the provincial standard in math report card evaluation in Grades 3 and 6 and 9 • % of Indigenous students, students special education needs who meet or exceed the provincial standard on the report card • % of students achieving the provincial standard in Grade 9 de-streamed math as measured by report card data and EQAO results • Staff surveys/feedback following PD sessions, including the collaborative inquiry focused on aligning grades 7-8-9 mathematics instruction. • Compulsory resources are being utilized (math up/mathology) • % of students using Knowledgehook and the % of students completing missions and achieving Mathalon medals. |
| <p>3.3 Continue to build on the French as a Second Language (FSL) strategy. (Global Competency: Communication)</p> | <ul style="list-style-type: none"> • French is the language of communication and instruction in FSL classrooms. • K-12 Teachers are using the Common European Framework of Reference (CEFR) framework including "l'approche actionelle" to build effective communication skills. • Improve student retention in FSL programs from K-12. • Recruit and retain fluent qualified FSL teachers. • Implement Tier 1 & 2 intervention strategies. | <ul style="list-style-type: none"> • Updated compulsory resources and instructional minutes are provided and implemented • French is the language of communication as monitored through principal, superintendent and Director visits • The number of Grade 12 students participating and successfully completing the DELF has increased • The number of students registering and remaining in the FSL programs is maintained or improved |

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| | | <ul style="list-style-type: none"> Track the use of SMASH Education Provide training on compulsory resources and progress monitoring |
| 3.4 Continue to build on the Indigenous Education and language strategy. (Global Competency: Citizenship) | <ul style="list-style-type: none"> Cultural and pedagogical activities are planned in collaboration with students, staff and community. Indigenous Graduation Coach is in place at St. Charles College. Anishnabemowin Language opportunities offered in schools. Provide culturally responsive and relevant professional development for educators focused on Indigenous student achievement and well-being. Indigenous Education Committee in place. Schools using their self-id data as well as their achievement data to inform their practice. Improve strategy for self-identification. Student census data collected. Engagement for school with First Nations Education Department staff and community partners. Indigenous Lead and/or designated staff participate in professional learning opportunities including regional meetings to build capacity. | <ul style="list-style-type: none"> The number of returning students and parents that voluntarily self-ID has increased as per self-ID data numbers Credit accumulation increases % of Indigenous students who obtain OSSD within 5 years % of students enrolled in Ojibwe language classes % of students enrolled in indigenous focused courses at the secondary level Partnerships with First Nation communities of Atikameksheng Anishinabek and Wahnapiatae First Nation as well as Indigenous parents, community partners and other stakeholders Student and staff participation in cultural activities and land-based learning opportunities Self ID is on the online registration form |
| 3.5 Develop and implement a recruitment retention and succession plan for the organization. (This goal supports all 6 Cs) | <ul style="list-style-type: none"> Diversity is reflected in all employee groups. Rigorous recruitment processes are in place for various positions. Positions have up-to-date job descriptions that set out accountabilities, leadership attributes, and qualifications. Mentor opportunities within the organization are provided. A Board Leadership Development program is in place. Recruitment activities. Improve onboarding, orientation for all new staff members. | <ul style="list-style-type: none"> Gap analysis completed Track and monitor recruitment activities and the number of new hires A succession plan developed through feedback and consultation Improved retention rate Increase in qualified applicants |
| 3.6 Foster opportunities to advance leadership. (Leadership development touches upon all 6 Cs) | <ul style="list-style-type: none"> Develop leadership potential and skills at all levels Implement leadership development series for teachers/principals/vice-principals. Vice-Principal Learning Teams. PD on Ministry of Education priorities and expected practices. | <ul style="list-style-type: none"> Feedback from P/VP learning team Feedback from PD opportunities Performance appraisals for all staff are completed and adhere to the outlined process Completion of annual learning/growth plans Monitor professional learning programs/opportunities focused on leadership development Mentorship opportunities Professional development opportunities Sharing of effective practices and team building Student Senate participation |
| 3.7 Improve staff attendance (This goal supports all 6 Cs) | <ul style="list-style-type: none"> A framework for absence management and the promotion of wellness is completed. Reduce absence rate. Implement SCDSB Absence Management Strategic Plan. | <ul style="list-style-type: none"> Staff absence data The number of staff who participate in the Wellness Committee activities and offerings 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 |

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| | | SCDSB Absence Management Strategic Plan as per the implementation plan. |