2022-2025 Multi-Year Strategic Plan
Awaken to Belong Monitoring Dashboard

This Dashboard contains the indicators that monitor the impact of our current MYSP. Beginning September 2023, this dashboard will be refreshed monthly.

Students
Every student can see themselves reflected in their learning.

Staff
Staff experiences a positive, healthy, and inclusive workplace.

Parents/Families/Community
Are aware of and/or use the available resources to assist in navigation of the school system.
Multi-Year Strategic Plan 2022-2025

Goal: Every student can see themselves reflected in their learning.

Indicator context/details: The Waterloo Catholic District School Board (WCDSB) collects information from students, staff, and parent/guardians regarding school climate every 2 years. The WCDSB uses the Middle Years Development Instrument (MDI) for students, from Grade 4 through grade 12, which has been developed by researchers at HELP at the University of British Columbia. The MDI survey asks students about their thoughts, feelings, and experiences in school and in the community related to five areas of development that are strongly linked to well-being and provide an overall measure of well-being. Specifically, five of these measures (e.g., Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) are used to calculate an overall Well-Being Index and are reported across three categories of well-being, providing a holistic summary of children’s mental and physical health. The MDI is an anonymous and voluntary online survey. For more information about the MDI, visit https://earlylearning.ubc.ca/monitoring-system/mdl/mdl-overview/

Goal: To decrease the proportion of students who are categorized as experiencing “Low Well-Being” from 48% in 2022 to 41% in 2024 (i.e., return to our pre-Covid measure).

Measures Associated with Well-Being

**OPTIMISM:** Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."

- 2019: 48% (High), 34% (Medium), 18% (Low)
- 2022: 43% (High), 35% (Medium), 22% (Low)

**HAPPINESS:** Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."

- 2019: 54% (High), 29% (Medium), 18% (Low)
- 2022: 46% (High), 33% (Medium), 21% (Low)

**ABSENCE OF SADNESS:** Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."

- 2019: 48% (High), 32% (Medium), 21% (Low)
- 2022: 40% (High), 35% (Medium), 25% (Low)

**SELF-ESTEEM:** Self-esteem refers to a person’s sense of self-worth. e.g., "A lot of things about me are good."

- 2019: 69% (High), 19% (Medium), 12% (Low)
- 2022: 64% (High), 22% (Medium), 14% (Low)

**GENERAL HEALTH:** Children are asked, "In general, how would you describe your health?"

- 2019: 33% (High), 51% (Medium), 16% (Low)
- 2022: 33% (High), 48% (Medium), 19% (Low)

Overall MDI Well-being Index

2019: 41% (Optimism), 34% (Happiness), 16% (Sadness), 18% (Self-esteem), 12% (General Health)
2022: 48% (Optimism), 32% (Happiness), 22% (Sadness), 14% (Self-esteem), 14% (General Health)

Index Legend

- High Well-Being (Thriving): Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.
- Medium Well-Being: Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.
- Low Well-Being: Children who score in the low range on at least 1 of the 5 measures of well-being.
## Multi-Year Strategic Plan 2022-2025

**Goal:** Every student can see themselves reflected in their learning.

**Indicator context/details:** The WCDSB Student Census aims to eliminate systemic racism and advance racial equity in the WCDSB as authorized by the Anti-Racism Act in s.7(2). The WCDSB Student Census is a confidential and voluntary survey for all students from Grades 4 to 12 that students will complete with their classroom teacher during class time. The results and analysis of the census will allow us to gain a deeper understanding of the diversity of students within the WCDSB and of the cultural, social and demographic makeup of our students. The Student Census was launched in the Fall 2021, and will be re-administered every 2-5 years. For more information, visit our [webpage](#).

**Goal:** Student diversity (MYSP Indicator #2) will be used as a benchmark only to monitor changes in the diversity of our staff composition (MYSP Indicator #3) and to inform purchases for learning commons collections (MYSP Indicator #4).
**Multi-Year Strategic Plan 2022-2025**

**Goal:** Every student can see themselves reflected in their learning

**Indicator context/details:** Since 2021, an annual staff survey has been launched to develop an understanding of the demographic and workplace experiences of the staff community. The information will be used as the foundation for initiatives to ensure that our workplace is representative, equitable and healthy, and a place where all experience a sense of belonging. Ultimately, our goal is to have students see themselves and their classmates reflected in their school experience. That is, in their curriculum, but also in the teachers, administrative and support staff who serve in our schools. The information you provide is collected under the legal authority of the Anti-Racism Act, in compliance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and is consistent with the Ontario Human Rights Code. Note: If a category is missing from the original survey, there were no responses received in this category.

**Goal:** To increase the diversity of the staff composition to greater reflect the student demographics (refer to MYSP indicator #2) by 1% of school staff over the three year period of the current MYSP. Please note, since we do not collect identity data at point of hire, these estimates are taken from our annual staff surveys (e.g., Guarding Minds at Work and Staff Census).

### What is your GENDER?

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>%</th>
<th>2022</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>#</td>
<td></td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>Another</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,160</td>
<td>82%</td>
<td>1,185</td>
<td>83%</td>
</tr>
<tr>
<td>Male</td>
<td>261</td>
<td>18%</td>
<td>247</td>
<td>17%</td>
</tr>
</tbody>
</table>

### What is your RACE($)? Select all that apply.

<table>
<thead>
<tr>
<th>Race</th>
<th>2021</th>
<th>%</th>
<th>2022</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more</td>
<td>31</td>
<td>2%</td>
<td>25</td>
<td>2%</td>
</tr>
<tr>
<td>Another</td>
<td>&lt;10</td>
<td>13</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>18</td>
<td>1%</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>ESE Asian</td>
<td>20</td>
<td>1%</td>
<td>18</td>
<td>1%</td>
</tr>
<tr>
<td>Indigenous</td>
<td>10</td>
<td>1%</td>
<td>&lt;10</td>
<td></td>
</tr>
<tr>
<td>Latinx</td>
<td>24</td>
<td>2%</td>
<td>30</td>
<td>2%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>16</td>
<td>1%</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td>South Asian</td>
<td>15</td>
<td>1%</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>1,244</td>
<td>90%</td>
<td>1,174</td>
<td>90%</td>
</tr>
</tbody>
</table>

### What is your SEXUAL ORIENTATION?

<table>
<thead>
<tr>
<th>Sexuality</th>
<th>2021</th>
<th>%</th>
<th>2022</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>1,284</td>
<td>97%</td>
<td>1,245</td>
<td>97%</td>
</tr>
<tr>
<td>Not Heterosexual</td>
<td>35</td>
<td>3%</td>
<td>45</td>
<td>3%</td>
</tr>
</tbody>
</table>

### What is your RELIGION and/or SPIRITUAL AFFILIATION?

<table>
<thead>
<tr>
<th>Religion</th>
<th>2021</th>
<th>%</th>
<th>2022</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more</td>
<td>62</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another</td>
<td>86</td>
<td>6%</td>
<td>46</td>
<td>3%</td>
</tr>
<tr>
<td>Catholic</td>
<td>1,112</td>
<td>82%</td>
<td>1,239</td>
<td>89%</td>
</tr>
<tr>
<td>Non-Catholic</td>
<td>103</td>
<td>8%</td>
<td>106</td>
<td>8%</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

Goal: Every student can see themselves reflected in their learning.

Indicator context/details: In the Learning Commons, students can see themselves in learning materials. The diversity of our current library collections will be measured by analyzing elementary and secondary library collections. Two diversity markers were selected for analysis this year: Family Structure and 2SLGBTQIA+. Library of Congress Subject Headings are assigned by WCDSB cataloguers to library resources. Subject headings will be used to determine how many library resources in elementary and secondary schools are related to Family Structure and 2SLGBTQIA+. The reports module in WCDSB’s library software was used to search each subject heading. The report includes the title, author, holdings, call number, barcode, status, number of times checked out in the academic year and total number of times checked out. The reports are stored on a WCDSB server.

Goal(s): To increase the number of library resources related to Family Structure and 2SLGBTQIA+ in elementary and secondary school library collections. Over 3 years, library resources related to 2SLGBTQIA+ will be increased to 2% of library collections and library resources related to Family Structure will be increased to 3% of library collections. Note: additional equity markers will be added each school year and monitored over time.

Catalogued Items across 2022-2023 Equity Markers: Family Structure and 2SLGBTQIA+

<table>
<thead>
<tr>
<th>Equity Marker</th>
<th>Total Number of Catalogued Items</th>
<th>Proportion of Catalogued Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Structure</td>
<td>9575</td>
<td>2.3%</td>
</tr>
<tr>
<td>2SLGBTQIA+</td>
<td>1245</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Please note: Only catalogued items from our WCDSB libraries are included in this analysis.
Multi-Year Strategic Plan 2022-2025

Goal: Every Student can see themselves reflected in their learning.

**Indicator context/details:** Equity Instruments have been created and utilized to inform and direct our learning environments in school sites and classroom settings. These tools are available to all Administrators/schools to observe how their physical spaces are aligned with Equity practices and results can be used to inform school-based practices in their school. The frequency of all survey responses within a school year will be calculated to monitor their utility over time. Thus, individuals and/or schools will not be identified in this reporting, as well as small groups (i.e., less than 10). The two Equity tools available are: "The School Equity Audit" and "Classroom Physical Environment Acknowledging and Connectedness". For more information about these tools, please contact the Equity Senior Manager.

**Goal:** To have 15% of our schools conduct equity audits this year and develop a schedule of how often these audits will occur (e.g., every 2 years) so that it becomes a regular self-reflection on inclusion and belonging.

### 2022-2023 Equity Instruments

Each of the following Equity Instruments will be launched in the 2023-2024 school year.

**The School Equity Audit:**
A needs assessment to determine a school’s readiness for culturally responsive, student-centered environments.

**Classroom Physical Environment Acknowledging and Connectedness:**
A needs assessment of a positive classroom environment conducive to an effective learning environment for each student.

### Starting in the 2023-2024 school year, utilization of Equity Instruments used in schools/classroom(s) over time

**Reporting to begin in Fall 2024**
Multi-Year Strategic Plan 2022-2025

Goal: Staff experiences a positive, healthy and inclusive workplace.

Indicator context/details: Guarding Minds @ Work (GM@W) is an evidence-based survey designed to assess the psychological health and safety in the workplace. A healthy and safe workplace promotes psychological well-being for all employees. Further, it works to prevent harm to employee psychological health due to neglect, reckless, or intentional acts. The GM@W Full Scan includes 68 Likert-style survey questions to measure the average risk across 13 psychosocial factors. Within each factor, responses are combined and reported as an overall "mean score" (average) and categorized into these four groups: relative strength (17-20), minimal concern (14-16.9), significant concern (10-13.9), or serious concern (5-9.9). For more information about this survey, please visit www.guardingmindsatwork.ca/resources. This survey will be administered each fall to monitor the changes in the workplace over time.

Goal: To reduce the number of Psychosocial Factors with an average score in the "Significant Concerns" (Orange = 10-13.9) category by 2025 (i.e., in 2022, there were 6 factors with an average score within the "Significant Concerns"/Orange category). The long-term target would be that all factors have a score ≥ 14.

**Psychosocial Factors:**
- PF1: Psychological Support
- PF2: Organizational Culture
- PF3: Clear Leadership & Expectations
- PF4: Civility & Respect
- PF5: Psychological Competencies & Requirements
- PF6: Growth & Development
- PF7: Recognition & Reward
- PF8: Involvement & Influence
- PF9: Workload Management
- PF10: Engagement
- PF11: Balance
- PF12: Psychological Protection
- PF13: Protection of Physical Safety

**Fall 2022 Mean Score by Psychosocial Factor**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Support</td>
<td>13.9</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>13.5</td>
</tr>
<tr>
<td>Clear Leadership &amp; Expectations</td>
<td>14.1</td>
</tr>
<tr>
<td>Civility &amp; Respect</td>
<td>14.1</td>
</tr>
<tr>
<td>Psychological Competencies &amp; Requirements</td>
<td>14.7</td>
</tr>
<tr>
<td>Growth &amp; Development</td>
<td>14.3</td>
</tr>
<tr>
<td>Recognition &amp; Reward</td>
<td>13.2</td>
</tr>
<tr>
<td>Involvement &amp; Influence</td>
<td>14.2</td>
</tr>
<tr>
<td>Workload Management</td>
<td>12.5</td>
</tr>
<tr>
<td>Engagement</td>
<td>12.3</td>
</tr>
<tr>
<td>Balance</td>
<td>13.2</td>
</tr>
<tr>
<td>Psychological Protection</td>
<td>14.2</td>
</tr>
<tr>
<td>Protection of Physical Safety</td>
<td></td>
</tr>
</tbody>
</table>

**Average Score**

- Serious Concerns = 5 to 9.9
- Significant Concerns = 10 to 13.9
- Minimal Concerns* = 14 to 16.9
- Relative Strength** = 17 to 20

*Although this is a Minimal Concern, it is important to attend to it and review the Organizational Review Results and the Survey Results for any additional or individual-identified areas of concern.

**Although this is a Relative Strength, it is important to review the Organizational Review Results and the Survey Results for any additional or individual-identified areas of concern.
Multi-Year Strategic Plan 2022-2025

**Goal:** Are aware of and/or use the available resources to assist in navigation of the school system.

**Indicator context/details:** Each Spring, a MYSP stakeholder feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked stakeholders about the WCDSB resources available in our online environments (e.g., Board Website, Parent Website, Aspen Parent Portal, etc.). Specifically, stakeholders were asked if they can generally find what they are looking for on these online environments, awareness of key resources to support stakeholders navigate the school system, and their frequency of use for these specific resources.

**Goal:** Across all questions, to increase the proportion of positive/affirmative (i.e., green) responses by an average of 7% by the end of the 2024-2025 school year.

**In general, can you find the resources you are looking for on our online environments?**

**Are you aware of the resources available to navigate the school system?**

**How often are you using the following resources available to navigate the school system?**
Multi-Year Strategic Plan 2022-2025

**Goal:** Are aware of and/or use the available resources to assist in navigation of the school system.

**Indicator context/details:** Many of our resources to support our stakeholders to navigate the school system are available electronically. We can monitor the use of each resource using Google Analytics (i.e., number of clicks per year, etc.). This MYSP indicator will look at the usage of the key resources to support stakeholders to navigate our school system. To access these resources, please visit our main Board website at [www.wcdsb.ca](http://www.wcdsb.ca).

**Goal:** To increase the usage of each resource by 5% for each month by the end of the 2024-2025 school year.

**Total of views on Main Board Website since February 2023:** 1.1M

**Monthly Average of views on Main Board Website:** 152.6K

**Number of views by month on Main Board Website**
- February: 241K
- March: 152K
- April: 163K
- May: 161K
- June: 80K
- July: 0K

**Number of views by month on all Schools Websites**
- February: 53K
- March: 104K
- April: 108K
- May: 135K
- June: 150K
- July: 93K

**Number of views by month on Parents Page**
- February: 1K
- March: 1K
- April: 1K
- May: 1K
- June: 1K
- July: 1K
Multi-Year Strategic Plan 2022-2025

**Goal:** Are aware of and/or use the available resources to assist in navigation of the school system.

**Indicator context/details:** Many of our resources to support our stakeholders to navigate the school system are available electronically. We can monitor the use of each resource using Google Analytics (i.e., number of clicks per year, etc.). This MYSP indicator will look at the usage of the key resources to support stakeholders to navigate our school system. To access these resources, please visit our main Board website at [www.wcdsb.ca](http://www.wcdsb.ca).

**Goal:** To increase the usage of each resource by 5% for each month by the end of the 2024-2025 school year.

### Number of views by month on LMS (D2L)

- March: 1648K
- April: 3530K
- May: 3906K
- June: 3537K
- July: 213K

### Number of views by month on About Us Page

- February: 1K
- March: 1K
- April: 1K
- May: 2K
- June: 1K
- July: 1K

### Number of views by month on Register for School Page

- February: 4K
- March: 3K
- April: 3K
- May: 3K
- June: 2K
- July: 3K
**Multi-Year Strategic Plan 2022-2025**

**Goal:** Are aware of/or use the available resources to assist in navigation of the school system.

**Indicator context/details:** Our Equity Systems Navigator bridges the gap between equity-seeking students, families, communities, and the school system to prevent, address, and resolve real or perceived issues of bias, discrimination, racism, sexism, homophobia, and transphobia at Waterloo Catholic District School Board. **Goal:** To have principals access the system navigator to work with families and have families reach out to the system navigator. 100% of these families are served by the systems navigator year-over-year.

**Number of Families Accessing Systems Navigator**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>20</td>
</tr>
<tr>
<td>2022-2023</td>
<td>21</td>
</tr>
</tbody>
</table>

**Percentage of Families Served by Systems Navigator**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Usage Analytics for Resources posted on Equity Services at Waterloo Catholic District School Board website**

Website will be available September 1, 2023. Data will be reported in Fall 2024.
2022-2025 Multi-Year Strategic Plan
Ignite to Believe Monitoring Dashboard

This Dashboard contains the indicators that monitor the impact of our current MYSP. Beginning September 2023, this dashboard will be refreshed monthly.

Ignite to Believe

 Students
Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.

 Staff
Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.

 Parents/Families/Community
The relationship between home, parish and school is strengthened.
Multi-Year Strategic Plan 2022-2025

**Goal:** Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.

**Indicator context/details:** Each year, the WCDSB invites students to participate in a variety of student surveys as part of our board’s responsibility for student achievement and effective stewardship of resources (Education Act 169.1(1)) and to value the importance of student’s voices when making decisions that affect children (United Nations, 1989). Due to the cadence of student collections, the first opportunity to collect information regarding the MYSP will commence in the 2023-2024 school year. On each student collection, we will be asking students about their experience with the Ontario Catholic Graduate Expectations (OCSGE) in terms of resources, experiences, resources, etc.  

**Goal:** Once this collection occurs, a targeted goal will be created to achieve by the end of the 2024-2025 school year.

### 2022-2023
Development of student survey questions related to the MYSP for future grade 4-12 student collections (e.g., Winter 2024, Winter 2025)

### 2023-2024 and 2024-2025
Results of student perception to be reported once available.

Example Student survey questions related to OCSGEs:
- Where do you experience the Ontario Catholic School Graduate Expectations when you are at school?  
  *(multi-select + another with text response)*
- What resources do you see in your classroom?  
  *(multi-select + another with text response)*

Data Available beginning Winter 2024
Multi-Year Strategic Plan 2022-2025

Goal: Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.

Indicator context/details: Effective teaching plays a pivotal role in enhancing student outcomes and narrowing the disparities in academic achievement. To foster professional development and growth among educators, the Teacher Performance Appraisal (TPA) System offers comprehensive evaluations that promote continuous learning. The WCDSB provides all teachers with a TPA Lesson Plan exemplar, which will be updated to include reference to the Ontario Catholic School Graduate Expectations (OCSGE) as a mandatory requirement of the TPA process. We will record the number of TPA completed each year with the compliance to OCSGEs over time. For more information about the Teacher Performance Appraisal process, visit https://www.ontario.ca/page/teacher-performance-appraisal-system.

Goal: To achieve a 100% compliance rate over time in terms of connecting lesson plans to the OCSGEs for teachers who are in an evaluation year by the end of the 2024-2025 school year.

2022-2023
Development of Teacher Performance Appraisal Lesson Plan Template

2023-2024
Implementation of TPA Lesson Plan Template and # of teachers

2024-2025
# of TPA's completed and % TPA in compliance with the OCSGE connection

Development of 2023-2024 TPA Template to include OCSGEs connection.

Data Available
Fall 2024

Data Available
November 2025
Multi-Year Strategic Plan 2022-2025

**Goal:** Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.

**Indicator context/details:** Each Spring, a MYSP Administrator feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked Administrators about the programming to support all students to meet the Ontario Catholic School Graduate Expectations: a discerning believer, an effective communicator, a reflective, creative and holistic thinker, a self-directed, responsible, life-long learner, a collaborative contributor, a caring family member, and a responsible citizen. For more information about the Ontario Catholic School Graduate Expectations, please visit [https://iceont.ca/resources/ocsge/](https://iceont.ca/resources/ocsge/). As well, Administrators were asked about the programming to support the Pastoral Plan. For more information about our Pastoral Plan, please visit [https://www.wcdsb.ca/pastoral-plan/](https://www.wcdsb.ca/pastoral-plan/).

**Goal:** To have 100% of schools with tailored programming in place to support the development of each of the seven OCSGE by the end of the 2024-2025 school year.

**Proportion of schools with programming for each of the Ontario Catholic School Graduate Expectations.**

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>A discerning believer</td>
<td>100.00%</td>
</tr>
<tr>
<td>An effective communicator</td>
<td>100.00%</td>
</tr>
<tr>
<td>A reflective, creative and holistic thinker</td>
<td>100.00%</td>
</tr>
<tr>
<td>A self-directed, responsible, life-long learner</td>
<td>100.00%</td>
</tr>
<tr>
<td>A collaborative contributor</td>
<td>100.00%</td>
</tr>
<tr>
<td>A caring family member</td>
<td>100.00%</td>
</tr>
<tr>
<td>A responsible citizen</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

**Proportion of schools with programming for Pastoral Plan.**

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Additional Information:

- [Ontario Catholic School Graduate Expectations](https://iceont.ca/resources/ocsge/)
- [WCDSB Pastoral Plan](https://www.wcdsb.ca/pastoral-plan/)
Multi-Year Strategic Plan 2022-2025

Goal: Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.

Indicator context/details: The Information to Transformation Program is an inspiring, rewarding, and transformative program experience focused on leadership and faith formation; designed to build a foundation of theological reflection, nurture a personal faith life, and form and shape an underlying ecclesiology to bring to your work as emerging leaders in Catholic institutions.

Together on this Faith Journey participants will:
- Engage in developing their personal and communal faith through experience, reflection, and prayerful attentiveness.
- Confront the challenges that are an inevitable part of spiritual growth and discern how they are called to live out service leadership in their own community.
- Discover the gifts that they bring to leadership as individuals and as a community of faith.
- Critically reflect on the meaning, value, and significance of their Catholic leadership in the Church and in the world.
- Build community within the class with a movement to their own lived community.

The indicator below reports the utilization of this program which allows 5 staff to fully participate in Adult Faith Formation over a two school year cycle starting in September 2021. This program is presented by the partners in Catholic Education in the Diocese of Hamilton. For more information about this program, visit hamiltondiocese.com.

Goal: To have 100% utilization in this program for each two-year cycle.

Information to Transformation Utilization Over Time

<table>
<thead>
<tr>
<th>Year</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-23</td>
<td>100%</td>
</tr>
<tr>
<td>2023-25</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-23</td>
<td>50%</td>
</tr>
<tr>
<td>2023-25</td>
<td>0%</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

**Goal:** Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.

**Indicator context/details:** Each Spring, a MYSP stakeholder feedback survey elicits feedback to measure many of our MYSP Goals. Specifically, staff were asked about awareness of opportunities at their site/school/location to deepen their faith.

**Goal:** In all categories, to increase the proportion of staff who are aware of opportunities at their site/school/location to have staff prayer by 10% by the end of the 2024-2025 school year.

Are you aware of opportunities at your site/school/location to have staff prayer?

Note: Blanks have been removed

**2023**

- Yes 63%
- No 37%
**Multi-Year Strategic Plan 2022-2025**

**Goal:** Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.

**Indicator context/details:** Each year, the WCDSB engages in a variety of Professional Activity Days (see WCDSB Board Calendar for details). Starting in the Fall of 2023, each annual Faith Formation Professional Activity Day will conclude with a feedback form where we will measure the efficacy of the day in terms of this MYSP goal.

**Goal:** Year-over-year, to have > 80% of staff feel welcomed and invited to continue to be a partner in their adult faith formation journey during this PD Day.

**Data Collection to begin November 2023**

- Participation in Faith Formation PD Exit Survey by Site
- Staff will be asked about the PD session within the context of feeling welcomed and invited to continue their adult faith formation.
Multi-Year Strategic Plan 2022-2025

**Goal:** The relationship between home, parish, and school is strengthened.

**Indicator context/details:** Each Spring, a MYSP Administrator feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked Principals about the participation of our Catholic Students in the Sacraments, First Holy Communion and Confirmation. Participation in these Sacraments is one of the indicators to determine if our relationship between the home, school and parish is strengthened. Below is the proportion of students in grade 2 and 7 who participated in their sacrament of First Holy Communion and Confirmation respectively. For more information about the Sacraments, please visit the Diocese of Hamilton’s webpage.

**Goal:** To increase the proportion of our Catholic students who participate in the sacraments of First Holy Communion and Confirmation by 7% by the end of the 2024-2025 school year.
Multi-Year Strategic Plan 2022-2025

**Goal:** The relationship between home, parish, and school is strengthened.

**Indicator context/details:** Each Spring, a MYSP stakeholder feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked Parents/Guardians, Community Members, and Staff that were associated with a school site about the relationship between the home, parish and school.

**Goal:** Across each relationship, increase the proportion of positive/green/affirmative responses. Specifically, the proportion of stakeholders who indicated a "Good", "Great" or an "Excellent" relationship is targeted to be ≥75% between the Home and the Parish, ≥85% between the Parish and the School, and ≥90% between the School and Home by the end of the 2024-2025 school year.

How would you describe the relationship between the home, parish, and school?

<table>
<thead>
<tr>
<th>Strength of Relationship</th>
<th>Home &amp; Parish</th>
<th>Parish &amp; School</th>
<th>School &amp; Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>12%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Great</td>
<td>16%</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td>Good</td>
<td>35%</td>
<td>48%</td>
<td>36%</td>
</tr>
<tr>
<td>Weak</td>
<td>37%</td>
<td>21%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Strength of Relationship Between:**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Great</th>
<th>Good</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home &amp; Parish</td>
<td>148</td>
<td>209</td>
<td>442</td>
<td>477</td>
</tr>
<tr>
<td>Parish &amp; School</td>
<td>126</td>
<td>297</td>
<td>652</td>
<td>282</td>
</tr>
<tr>
<td>School &amp; Home</td>
<td>235</td>
<td>459</td>
<td>536</td>
<td>246</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

**Goal:** The relationship between home, parish, and school is strengthened.

**Indicator context/details:** Each Spring, a MYSP Administrator feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked Principals about the strategies, actions and/or events that are utilized throughout the school year to strengthen these relationships.

**Goal:** To have 100% of schools with programming in place to strengthen the relationship between home, parish, and the school by the end of the 2024-2025 school year.

**Proportion of Schools that have strategies, actions and/or events that that are designed to strengthen these relationships.**

- 100%
- 80%
- 60%
- 40%
- 20%
- 0%
2022-2025 Multi-Year Strategic Plan
Strengthen to Become Monitoring Dashboard

This Dashboard contains the indicators that monitor the impact of our current MYSP. Beginning September 2023, this dashboard will be refreshed monthly.

Students
Every student reaches their full potential.

Staff
Staff see their impact on student achievement.

Parents/Families/Community
Are engaged as active partners in our students' Catholic education journey.
**Multi-Year Strategic Plan 2022-2025**

**Goal:** Every student reaches their full potential.

**Indicator context/details:** Ontario, like other jurisdictions, has transitioned from norm-referenced (i.e., bell-curve) to criterion-referenced (i.e., based on pre-determined standards) assessment and evaluation practices. The primary goal of assessment and evaluation is to enhance student learning. Student work is assessed based on predetermined criteria across four standardized levels of achievement (e.g., Level 1, Level 2, Level 3, and Level 4). Evidence of student achievement is gathered over time through observations, conversations, and student products by educators in the classroom. Utilizing multiple sources of evidence enhances the reliability and validity of evaluating student learning. This MYSP indicator monitors the proportion of students that have met the provincial standard (i.e., Level 3 or Level 4) in the subjects of Mathematics, Reading, and Writing from the final report card. For more information about assessment and evaluation in Ontario Schools, please see the Ministry’s [Growing Success](#) document.

**Goal:** To increase the proportion of students who met provincial standards on the final Report Card by 3% by the end of the 2024-2025 school year.

### Proportion of Grade 1-8 students who met standard (e.g., 70+% or Level 3+) on their final Report Card over time.

**Mathematics**

| 2022-2023 | 20% | 80% |

**Reading**

| 2022-2023 | 18% | 82% |

**Writing**

| 2022-2023 | 20% | 80% |
Multi-Year Strategic Plan 2022-2025

**Goal:** Every student reaches their full potential.

**Indicator context/details:** Ontario, like other jurisdictions, has standards-based assessment and evaluation practices. This practice allows teachers to assess and evaluate student work based on predetermined criteria across four standardized levels of achievement (e.g., Level 1, Level 2, Level 3, and Level 4). The primary goal of assessment and evaluation is to enhance student learning. Evidence of student achievement is gathered over time through observations, conversations, and student products by educators in the classroom. Utilizing multiple sources of evidence enhances the reliability and validity of evaluating student learning. The MYSP indicator is the proportion of students that have met the provincial standard (i.e., Level 3 or Level 4) in the subjects of Mathematics and English. For more information about assessment and evaluation, please see the Ministry's [Growing Success](#) document.

**Goal:** To increase the proportion of students meeting provincial standards on the Report Cards in the subjects of Mathematics and English by 5% in Mathematics and 3% in English by the end of the 2024-2025 school year.

---

**Proportion of Grade 9 and 10 students who met standard (e.g., +70% or Level 3+) on their final Report Card.**

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>81%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

**Goal:** Every student reaches their full potential.

**Indicator context/details:** Education Quality and Accountability Office (EQAO) is the provincial Education Equality and Accountability Office. It is an independent government body that develops and oversees reading, writing and mathematics tests that Ontario students must take in Grades 3, 6, 9, and 10. EQAO offers independent data in relation to the learning expectations outlined in the Ontario Curriculum. EQAO is committed to anti-racism, diversity, equity and inclusion throughout its work. For more information or for provincial results please visit [https://www.egao.com](https://www.egao.com/). The MYSP indicator is the proportion of students who met provincial standards (e.g., Level 3 or 4) on the various EQAO assessments.

**Goal:** In Elementary, to increase the proportion of students who meet provincial standards in Reading and Writing in Grade 3 and Grade 6 by 3% by the end of the 2024-2025 school year. The goal for Elementary Mathematics will be established once the results from 2023 EQAO administration is received in September 2023. In Secondary, to increase the proportion of students who meet provincial standards by 8% (i.e., 60%) on the Grade 9 Mathematics assessment, and increase by 4% (i.e., 90%) on the Grade 10 OSSLT by the end of the 2024-2025 school year.

### Proportion of Students who met provincial standard (e.g., 70+% or Level 3+) on the EQAO Assessment by Grade.

#### WCDSB EQAO Assessment Results for the 2021-2022 school year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>OSSLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>77%</td>
<td>71%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>29%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87%</td>
<td>86%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>86%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

Goal: Every student reaches their full potential.

Indicator context/details: The Canadian Achievement Test is administered to all grade 7 students. The CAT-4 is both norm-referenced (e.g., based on a bell-curve or normal distribution) and criteria-referenced (e.g., based on standards from the Ontario curriculum). As such, the assessment data from the CAT-4 assessment tells us how students are doing compared to other students in Ontario of the same age (e.g., stanine score). As well, there are no accommodations for the CAT-4. Therefore, for students with an IEP, it is an opportunity to evaluate if the IEP is essential or needs refinement before the student transitions to Secondary school (e.g., if a student is successful on the CAT-4 without accommodations, it is an opportunity to evaluate if the accommodation and/or modification is essential for the student’s success in Secondary). Students who score in the average or above average stanine scores (≥ 4) on the grade 7 assessment are categorized as “meeting standard”. For more information about this assessment, please visit www.canadiantestcentre.com/CAT4. The assessment is administered each Spring.

Goal: To increase the proportion of students who meet standard on each subtest by 3% by the end of the 2024-2025 school year.
Multi-Year Strategic Plan 2022-2025

Goal: Every student reaches their full potential.

Indicator context/details: The Early Development Instrument (EDI) is a reliable and valid measurement tool of developmental status completed on individual children between 3.5 and 6.5 years of age. After teachers complete the EDI on each individual child in their class, the results are grouped together to give a snapshot of how children are doing across schools, neighborhoods, cities, or even provinces and countries. For more information about this assessment visit https://edi.offordcentre.com/.

Goal: To increase the proportion of students who are categorized as "On-Track" for each EDI domain with a target of ≥80% in each domain as measured on the 2023 (cycle 6) and 2026 (cycle 7) Early Development Instrument.

% of vulnerable students by (5) domain

2018 EDI Cycle

- Communication Skills & General Knowledge: 71% On Track, 18% At-Risk, 11% Vulnerable
- Emotional Maturity: 76% On Track, 14% At-Risk, 10% Vulnerable
- Language & Cognitive Development: 80% On Track, 13% At-Risk, 7% Vulnerable
- Physical Health & Well-Being: 79% On Track, 16% At-Risk, 10% Vulnerable
- Social Competence: 76% On Track, 14% At-Risk, 10% Vulnerable

2023 EDI Cycle Complete.
Waiting for Data from Offord Centre.
**Multi-Year Strategic Plan 2022-2025**

**Goal:** Every student reaches their full potential.

**Indicator context/details:** Graduation rates are a key indicator used to measure the overall success of students. Externally, the Ministry of Education calculates a graduation rate for all students who start at the WCDSB in grade 9, independent of where they finish (e.g., mobility categories FULL, MID, and OUT). Internally, we cannot access graduation outcomes for students who leave the WCDSB, and so our internal Graduation Metric only includes students who start and finish high school at the WCDSB (i.e., mobility categories FULL and MID). The MYSP indicator is both the External Ministry Graduation Rate and the Internal WCDSB Graduation Metric for the 4-year and 5-year rates.

**Goal:** To increase the proportion of students who graduate based on the Internal Graduation Metric to 88% for the 4-year rate and increase to 92% for the 5-year rate for students graduating in June 2025. Due to the lagging Ministry calculations, the ministry rate will not be used as a goal.

**Proportion of students who graduated in 4-years and 5-years historically: Ministry Rates and Internal Metric.**
Multi-Year Strategic Plan 2022-2025

**Goal:** Every student reaches their full potential.

**Indicator context/details:** It is important for secondary students to build a strong foundation in a variety of subjects during their first two years of high school, as earning full credits during this period indicates future success (i.e., graduation). In Ontario, students who have accumulated 16 or more credits by the end of Grade 10 are considered on track to graduate alongside their peers. Provincially, 80% of grade 10 students from the 2020-2021 school year had earned 16 credits by the end of grade 10. For more information about credit accumulation, please visit the Ministry’s website. Note: only students currently working towards an Ontario Secondary School Diploma (OSSD) are included in this indicator.

**Goal:** To increase the proportion of students receiving grade-specific targeted credits (e.g., 8 credits by the end of grade 9, 16 credits by the end of grade 10 and 24 credits by the end of grade 11) by 3% based on the credits earned in the 2022-2023 school year as a baseline.

### Proportion of students who met credit accumulation targets (e.g., 8 credits in grade 9, 16 credits in grade 10, 24 credits in grade 11 historically over time)

<table>
<thead>
<tr>
<th>Grade 9 Cohort</th>
<th>Total Grade 9 Credits = 8 or more</th>
<th>Grade 10 Cohort</th>
<th>Total Grade 10 Credits = 16 or more</th>
<th>Grade 11 Cohort</th>
<th>Total Grade 11 Credits = 24 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>20222023</td>
<td>92%</td>
<td>20212022</td>
<td>82%</td>
<td>20202021</td>
<td>79%</td>
</tr>
<tr>
<td>20212022</td>
<td>89%</td>
<td>20212022</td>
<td>82%</td>
<td>20202021</td>
<td>79%</td>
</tr>
<tr>
<td>20202021</td>
<td>91%</td>
<td>20202021</td>
<td>87%</td>
<td>20202021</td>
<td>79%</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

Goal: Every student reaches their full potential.

**Indicator context/details:** Each spring, we will be reaching out to all families with a student who graduated from the Community Living & ACTIVE program in the previous school year. This program is designed to support students as they transition into their post-secondary pathways. We are specifically seeking feedback from families who had a child graduate from one of our Secondary Schools last June, to measure the effectiveness of this program and identify areas for improvement.

**Goal:** The goal will be established once baseline data has been collected and reported in the Fall of 2024.

**2022-2023**
Development of a parent/guardian survey to measure the transition to post-secondary pathways for students who graduated a year ago.

**2023-2024 & 2024-2025**
Number of families who responded to survey.
Proportion of students who integrated into their post-secondary pathway.

Data available beginning Fall 2024
Multi-Year Strategic Plan 2022-2025

Goal: Every student reaches their full potential.

Indicator context/details: Students across Adult, Secondary, and Elementary programs are periodically invited to share their feedback on their educational experiences and share if they are on track to achieve their goal(s) at St. Louis.

Goal: To have ≥90% of students affirming that they are achieving their desired outcomes at St. Louis, as determined by regular and recurring assessments among students in Adult, Secondary, and Elementary programs by the end of the 2024-2025 school year.

Proportion of students that are on track to meet their goals by Program Area.

**Adult Programming & Secondary School (2022-2023)**

- ESL/LINC: 95%
- Secondary Credit Day Class: 96%
- Correspondence (online independent learning credit): 86%, 14%
- LBS/Core Essentials: 94%
- Credits@Work: 94%
- PSW: 100%
- Hairstyling: 100%

**Elementary School-Aged Programs (2022-2023)**

- HeadStart: 93%
- International and Indigenous Language: 89%, 11%
- Saturday Skills Builder: 50%, 50%
- Summer Expedition: 82%, 18%
Multi-Year Strategic Plan 2022-2025

**Goal:** Staff see their impact on student achievement.

**Indicator context/details:** Each Spring, a MYSP stakeholder feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked Staff about their impact on student outcomes and specific areas where they believe they have an impact.

**Goal:** Across each construct, to increase the positive/green/affirmative responses. Specifically, our goal is to have ≥92% of staff respond positively (i.e., "A lot" or "Some") to having an influence on student outcomes by the end of the 2024-2025 school year.

**Question:** How much influence do you believe your role has on student outcomes?
Multi-Year Strategic Plan 2022-2025

Goal: Are engaged as active partners in our students' Catholic education journey.

Indicator context/details: Each Spring, a MYSP stakeholder feedback survey elicits feedback to measure many of our MYSP Goals. One section of the survey asked parents/guardians about the opportunities they have to be an engaged, active partner in their child’s education journey. Below is the results of the survey question “Do you believe that the WCDSB provides you with opportunities to be an engaged, active partner in your child’s Catholic education journey” measured on a frequency scale.

Goal: To have >75% of parents/guardians answer “Frequently” or “Often” by the end of the 2024-2025 school year.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>170</td>
<td>14%</td>
</tr>
<tr>
<td>Often</td>
<td>394</td>
<td>32%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>565</td>
<td>46%</td>
</tr>
<tr>
<td>Never</td>
<td>99</td>
<td>8%</td>
</tr>
</tbody>
</table>
Multi-Year Strategic Plan 2022-2025

**Goal:** Are engaged as active partners in our students' Catholic education journey.

**Indicator context/details:** One of the ways that stakeholders of the WCDSB can become "engaged as active partners" is to use the stories that are told about us through the various media outlets. The purpose of this collection is to capture the details of these stories that are shared about the WCDSB schools, students, staff and/or families and details about each story for monitoring purposes related to the MYSP.

**Goal:** The sentiment of the stories that are shared is more often positive (green) than negative (red) with a ratio of 2 positive to every 1 negative story by the end of the 2024-2025 school year.

---

### Number of Media Stories shared over time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>7</td>
</tr>
</tbody>
</table>

Shared stories since March 2023

### Overall Sentiment of Stories Shared since March 2023

- **Extremely negative:** 14%
- **Somewhat negative:** 43%
- **Extremely positive:** 43%

Sentiment distribution of stories by school year (%)

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