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Subject: **Always Ready: Monitoring Impact 2022-2023**

Background

The *Always Ready Plan 2022-23* identified the focus for our work in service of the Board Strategic Plan. The purpose of this report is to provide information on the progress to date in meeting these expectations in alignment with the SCCDSB Strategic Plan priorities:

- Learning and Innovation: Teaching transferable skills, critical thinking and creativity
- Faith and Well-being: Living Catholic values to foster caring, inclusive and safe spaces
- Partnerships: engaging families, parish and community
- Catholic Citizenship: Inspiring ethical, reasonable stewardship

Prioritizing the goals of our Strategic Plan and our mission “learning together today, transforming tomorrow” our Always Ready Plan outlines key actions to provide a clear path forward and strong practices to guide our collective work this year. Ongoing monitoring of progress and determining next steps is a critical part of the cyclical improvement process as we examine triangulated data to determine what is working and needed adjustments, and evaluate impact on student learning.

The Always Ready Plan was a collaborative effort by staff from a variety of roles in the system. The Plan identifies key actions for the 2022-23 school year in service of our Strategic Priorities:

- We are committed to knowing that all members of our school communities are well. Knowing and supporting the well-being of all members of our school communities positively impacts the equitable support of students.
- We are committed to knowing each of our learners’ interests, values, goals and strengths. Creating strong interpersonal connections allows us to create a safe





environment where each student may come to know God’s plan for them.

- We are committed to knowing that all learners are critical thinkers, making informed decisions about what to accept and believe. Anchored in our Catholic values and the Ontario Catholic Graduate Expectations, thinking critically encourages responsible decision-making and life-long learning.

Monitoring Progress: Always Ready Key Actions

Schools explored Always Ready key strong practices during the 2022-23 school year as part of their school improvement planning process, and Superintendents collaborated with administrators to examine evidence of this work and determine next steps to support these key actions. Catholic Learning Services uses these key actions and success criteria to frame support in schools and also monitor progress across the system. Throughout the school year, despite staffing challenges and the lack of ability to release teachers for collaboration or professional learning, we continued to creatively approach this work as we navigate these changing and challenging times.

In February 2023 a monitoring progress report was shared with the Board of Trustees to highlight aspects of the work across the system supporting our Strategic Plan. In June 2022, the Catholic Learning Services team shared year-end updates regarding the key actions identified in the Always Ready Plan and how this was brought to life in our schools. This report provides a summary of the work from 2022-23 and also provides the starting place for our school and system improvement plans for the 2023-24 school year.

Reflecting Back: Status Update 2021-2022

Upon review of system work over the 2021-22 school year, the following impact is noted, using the legend below. Green represents key action success criteria has been 75-100% achieved. Yellow indicates key action success criteria has been 50-75% achieved. Red indicates less than 50% of the success criteria indicators have been achieved to date.

Success Criteria Impact Legend

Green 75-100% achieved	Yellow 50-75% achieved	Red 0-50% achieved
Impact achieved; most of the success criteria indicators have been met	Some impact achieved: some success criteria indicators have been met	Requires further attention to meet success criteria indicators



Key Action Status: Know We Are Well

Success Criteria Indicators	Focus Strong Practices	ACTIONS/EXAMPLES	DEGREE OF SYSTEM IMPLEMENTATION
Foster communities where the dignity of every child, family and staff member is honoured and where all feel a sense of safety and belonging	Culturally relevant and responsive pedagogy is used in every classroom to support anti-racist / anti-oppressive learning environments	Library tech sessions Review of literacy materials in schools Intentional integration of CRRP resources into classrooms, libraries Ongoing support from Indigenous lead (resources, activities) Faith and equity professional learning series, PA day focus Teacher capacity building focus for destreaming	
Understand, teach and practise social emotional learning through faith and equity lenses	Deepen and embed the SEL strategies aligned with the SEL core competencies throughout the day	Mark Nead support Capacity Building- Catholic Learning Services Team and integration into school support	
	Practice faith and wellness in the classroom daily by employing words and deeds that each person has inherent dignity as a child of God. (Pastoral Plan goal)	<ul style="list-style-type: none"> • Morning prayers • Kinderstart Targeted Work - helped to build connections with Parish. Jesus Loves His KinderSTART, 5 finger prayer. • Morning Prayers • Development and Peace Focus - Lent • Christian Meditation 	
Build relationships where home and parish families are engaged in the school community and all partners have a voice	Ensure welcome procedures are in place at each school and work site Increase family events	Deanery Events KinderSTART Faith Ambassadors revival Variety of family events evident across system	

Key Action Status: Know Each Learner

Success Criteria Indicators	Focus Strong Practices	Actions/ Examples	DEGREE OF SYSTEM IMPLEMENTATION
Connect with each learner to determine interests, values, goals, needs and personal strengths	Engage students daily in community building practices that contribute to healthy relationships in the classroom, school and wider school community	Implementation of First 20 Days resources Focus work in SEL focus schools School wide community building activities	
	Encourage learners to listen to God's call to use their gifts in a vocation (Pastoral Plan goal)	CFAC project to raise awareness of OCSGES SEL Events - I am a beloved Child of God jelly beans - foundations of Christian self-awareness Deanery Events school presentations	
Conduct and analyze triangulated assessment for learning data to determine strengths, inform instruction and provide feedback to improve learning	Use a variety of assessments to consistently determine student strengths and instructional learning need	Structured literacy assessment support Math UP assessment support (6 focus schools)	
Utilize developmental continua and content knowledge (math and literacy) to respond to student learning needs	Utilize curriculum expectations and developmental continua to inform instruction and support individual student needs	Reading scope and sequence FI scope and sequence Math scope and sequence	



Key Action Status: Know They Are Critical Thinkers

Success Criteria Indicators	Selected Strong Practices	Actions/Examples	DEGREE OF SYSTEM IMPLEMENTATION
Investigate and design opportunities incorporating student voice, related to call to action and Catholic social teaching/social justice	Connect real life community and world events to Catholic Faith tradition and practice	Development and Peace initiatives/participation Variety of experiential learning opportunities Staff Retreat Catholic Discernment Baptism Folders Continued to develop the Staff Learning Hub and support GIF/GIC Faith Ambassador Gatherings, revitalization of the role Chaplaincy - Social Justice School Staff Retreats Catholic Education Week - Parish Connect	
Explore and analyze bias, point of view, open mindedness, source, empathy, validity in information and guide students to reflect and evaluate this against their own value system and their learning.	Support students to organize their own thinking and compare to varying points of view including the Catechism of the Catholic Church, Holy Scripture and tradition, Growing in Faith/Growing in Christ program Grades 1-8.	This goal was not specifically addressed this year	
Frame learning in an inquiry stance to provide opportunities for students to think critically, and raise and respond to vital questions that provoke thinking, problem-solving and concept synthesis	Create conditions that build supportive relationships to guide students in their learning, prayerful discernment and moral development.	Integration of SEL strategies Christian meditation supported through system chaplain Focused work to enhance KinderSTART Baptism folders	

EQAO Results 2022-23

Elementary Results

EQAO is reporting for the second year on the student achievement results of its digitized and modernized provincial assessments. Provincial grade 3 student achievement results remain the same in literacy relative to 2021-22 and have increased slightly in mathematics. Grade 6 provincial results remain stable in literacy relative to those in 2021-22 and have increased in mathematics.

SCCDSB grade 3 results indicate an increase in reading, writing, and mathematics, moving the overall board scores closer to the province. SCCDSB grade 6 results represent a substantial increase of 6.6% in mathematics, as well as an increase in writing. Reading and writing scores remain above the province. Mathematics scores improved in 5 out of 6 of the focus schools for grade 3 and 6 out of 6 schools for grade 6.



Grade 3

	Reading			Writing			Math		
	21-22	22-23		21-22	22-23		21-22	22-23	
Board	70.8%	72.3%	↑ 1.5%	60.7%	62.5%	↑ 1.8%	53.4%	59.3%	↑ 5.9%
Province	73.2%	72.6%	↓ 0.6%	64.9%	65.5%	↑ 0.6%	59.0%	59.7%	↑ 0.7%
	0.3% below the province			3.0% below the province			0.4% below the province		

Grade 6

	Reading			Writing			Math		
	21-22	22-23		21-22	22-23		21-22	22-23	
Board	85.9%	84.9%	↓ 1.0	82.3%	85.2%	↑ 2.9%	40.8%	47.4%	↑ 6.6%
Province	84.9%	83.7%	↓ 1.2%	84.1%	83.6%	↓ 0.5%	47.2%	49.5%	↑ 2.3%
	1.2% above the province			1.6 % above the province			2.1% below the province		

Special Education - Students with Special Education Needs - excluding gifted

Grade	Reading		Writing		Mathematics	
	SCCDSB	Province	SCCDSB	Province	SCCDSB	Province
3	51%	47%	45%	38%	35%	29%
6	67%	62%	68%	60%	23%	23%

Special Education - Students Self Identified as Indigenous Students

Grade	Reading		Writing		Mathematics	
	SCCDSB	Province	SCCDSB	Province	SCCDSB	Province
3	72%	57%	44%	48%	39%	40%
6	81%	72%	81%	69%	32%	27%



Special Education - Students with an IEP

Grade	Reading		Writing		Mathematics	
	SCCDSB	Province	SCCDSB	Province	SCCDSB	Province
3	51%	47%	45%	39%	35%	30%
6	67%	65%	68%	63%	23%	29%

Special Education - Students with an IPRC

Grade	Reading		Writing		Mathematics	
	SCCDSB	Province	SCCDSB	Province	SCCDSB	Province
3	29%	47%	29%	40%	18%	34%
6	61%	65%	61%	64%	15%	35%

Special Education - Students with Accommodations

Grade	Reading		Writing		Mathematics	
	SCCDSB	Province	SCCDSB	Province	SCCDSB	Province
3	53%	44%	47%	37%	36%	28%
6	65%	57%	67%	56%	20%	18%

Secondary Results

Results by Achievement Level: At or Above Provincial Standard

Math			OSSLT		
SCCDSB		Province	SCCDSB		Province
47.1	-0.3	53.7	87.6	+6.3	84.7



Special Education Results

Results by Achievement Level Special Education: At or Above Provincial Standard

Math		OSSLT	
SCCDSB	Province	SCCDSB	Province
28.6	27.5	72.4	61.7

Results by Achievement Level Students with Accommodations: At or Above Provincial Standard

Math		OSSLT	
SCCDSB	Province	SCCDSB	Province
Not Available	24.5	64.6	59.1

Results by Achievement Level Indigenous Self-Identification: At or Above Provincial Standard

Math		OSSLT	
SCCDSB	Province	SCCDSB	Province
14.3	29.3	84.2	68.8

Looking Forward: 2023-24

As the Strategic Plan frames school improvement for a multi-year period, each year we identify key actions and strong practices for particular focus in service of the priorities of the Strategic Plan. This year, the Ministry released the [Student Achievement Plan](#), which guides school boards to align their system improvement work to 3 key priorities and 11 indicators. We have used this template to create our system level improvement plan for the year now called the SCCDSB Student Achievement Plan. Boards are responsible to report back to the Ministry on the 11 indicators outlined on the Student Achievement Plan.

Supporting the Student Achievement Plan at the System Level

- The Catholic Learning Services Team support aligns with the identified key actions and strong practices for 2022-26 in the Strategic Plan.
- Particular areas of focus for our work this year connects to Structured Literacy, Numeracy, Destreaming and Equity.
- Ongoing capacity building and monitoring school progress will be a part of Catholic Leadership sessions.
- Principal Learning Teams will offer opportunities for collaboration, monitoring and ongoing learning. One round of Principal Learning Teams will focus on math, with co-facilitation provided by Jamie Majeski. (rounds in fall and spring)
- Superintendents will report system progress to the Board of Trustees:
 - Fall: progress made from last year/goals for this year
 - Winter: midyear progress to date



Supporting the Student Achievement Plan at the School Level

- September PA Day: overview of strategic plan, goals for the year and monitoring process for schools, aligned with the new Ministry Student Achievement Plan
- Standing Item at Staff Meetings: October-June
- School Based PLCs: Fall and Spring (one round Board funded and one round School Budget funded)
- November PA Day; monitor progress to date, reflect and determine next steps
- January - April: School level professional learning conversations/ongoing support from Catholic Learning Services/ongoing monitoring of impact on student learning

Responding to EQAO Data

- Math Lead will support math improvement through the Math Action Plan and monitor progress
- Math priority schools identified by Ministry receive additional weekly support in grade 3 and 6 classrooms
- Implementation support for new Language Curriculum
- Continued implementation of structured literacy strategies
- EQAO facilitated session for administrators
- EQAO sessions for classrooms (virtual)
- Shared resources through staff Learning Hub
- Ongoing monitoring of progress through Catholic Leadership sessions
- PA Day sessions on literacy and math

Recommendation:

That the St. Clair Catholic District School Board receive the report: *Always Ready: Monitoring Impact 2022-2023*, for information.