



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

Achieving:

1.1: Provide educational experiences to support every learner.

Initiatives:

- Offer and promote awareness of various learning options and alternative programming (including Pathways programs/ opportunities);
- Provide targeted academic programs/ interventions for students using a tiered model of support;
- Integrate the experiences of Black Canadians into the curriculum and school environment.

Indicator(s):

- # / description of programming offered + enrollment #s
- % of student respondents who report being aware of other learning options/ programming offered
- # of students receiving Do the Math Intervention
- # of students supported with Tier 2/3 early literacy interventions (by language of instruction, if available)
- # of culturally relevant resources created/updated
- % of students who report agreement that they are learning about Black Canadian history and contributions in school

1.2 Focus on a high quality of instruction and program for academic excellence.

Initiatives:

- Implement evidence-based/informed Curriculum and Special Education programs/instruction and evaluate relevant programs, as needed;



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

- Support the academic progress of Black students, Indigenous students, and students from other equity-deserving groups while addressing disproportionalities in outcome;
- Implement and monitor the Math Achievement Action Plan (MAP).

Indicator(s):

- # of students engaging in Math Tutoring with Halton Black Voices
- # of capacity building opportunities
- 100% of the MAP indicators analyzed and/or reported on by end of June 2025
- # of staff using Scope and Sequence

1.3 Create learning and working environments that set conditions for achievement and growth.

Initiatives:

- Implement and monitor the Student Achievement Plan (SAP) and support the creation of these plans at each school;
- Enhance recruitment and hiring to better align staff representation with student demographics and provide a supportive onboarding experience.

Indicator(s):

- 100% of the SAP indicators are analyzed and/or reported on by end of June 2025
- % of grade 3/6s interested and confident in reading, writing, math
- % of grade 9s interested and confident in math
- % of student and parent respondents with positive feedback related to teaching and learning environment item
- # self-identification forms submitted
- % of staff responding to school connectedness scale



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

1.4 Centre students as co-creators in their learning and pathways.

Initiatives:

- Involve every student in developing a plan for their learning and pathways;
- Provide a variety of hands-on and meaningful learning experiences and opportunities to students;
- Provide opportunities and support in pathway and transition planning for students who need special education programs/services; Create opportunities for Black students to contribute to their school communities.

Indicator(s):

- #/% of completed MyBlueprint portfolios (K-6) and IPPs (gr. 7-12)
- # experiences/ activities and opportunities provided (e.g., Experiential Learning and Outdoor Education Days; presentations)
- # transition meetings to support students who require special education programs/services
- % of Black students who with positive perceptions of having opportunities to contribute to their school
- # of events/opportunities created for Black students to contribute to their school communities



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

Believing:

2.1: Uphold a joyful Catholic learning environment that is rooted in justice, compassion, and service.

Initiatives:

- Raise awareness of Ontario Catholic School Graduate Expectations and HCDSB Focus on Faith Themes and embed a Catholic lens in all subject areas;
- Facilitate opportunities for dialogue, initiatives, and activities that will support a vibrant Catholic learning environment and encourage Faith Formation;
- Continue to provide and maintain opportunities for staff and students that align with a focus on kindness sacraments of healing.

Indicator(s):

- % of student respondents who are moderately to very aware of the OCSGEs
- % of student respondents aware of HCDSB's Theological Theme
- % of respondents who indicate that the school environment reflects Catholic faith
- % of staff who have positive perceptions about the presence of Catholic imagery in schools
- # and description/list of system and/or school social justice activities/initiatives



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

2.2 Honour and respect the inherent dignity of each student and staff member.

Initiatives:

- Provide opportunities to build staff /student capacity regarding respecting all;
- Implement initiatives to advocate for peace, equality, healing, and hope, and encourage a culture that embraces a consistent ethic of life.

Indicator(s):

- # of campaigns and capacity-building opportunities
- % of students who indicated they are learning how to respond to harmful/ hateful language

2.3 Foster the relationship between home, school, and parish.

Initiatives:

- Strengthen and expand our collaboration with Catholic partners and local faith groups in our schools;
- Provide opportunities for dialogue, initiatives, and activities to engage families, the school community, and parishes in celebrating our faith, building relationships, and supporting spiritual development.

Indicator(s):

- % of schools that have rep from parish on their catholic school council
- % of respondents with positive perceptions on the Home-School-Parish Connections Scale



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

Belonging

3.1: Cultivate schools and workplaces that are safe, inclusive, and welcoming.

Initiatives:

- Ensure spaces are safe and welcoming by serving the community's needs and creating a strong sense of belonging; Enhance processes and/or continuously monitor student/staff-reported incidents;
- Address existing discipline disproportionalities among students with disabilities, Black or Indigenous students, and students in the 2SLGBTQIA+ community by analyzing available demographic data;
- Expand current procedures/training to address Human Rights related concerns.

Indicator(s)

- % of students who feel safe at school
- % of school-based staff who feel safe at school
- % of students who have positive perceptions on the Belonging - Connectedness Scale
- % of staff respondents who have a sense of belonging at school
- # of Hate/Bias motivated incidents
- # of initiatives developed/ implemented to address disproportionalities based on the action plan



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

3.2: Value the identity and perspective of every student and staff member.

Initiatives:

- Ensure that students feel represented and see themselves reflected at school;
- Ensure that staff in equity-deserving groups feel represented, heard, and supported;
- Provide opportunities for student involvement in school programs and initiatives (e.g., leadership/mentoring programs, committees);
- Create spaces or opportunities for students and staff with similar identities or experiences (e.g., 2SLGBTQIA+, Indigenous, Black students and staff) to connect or engage in dialogue.

Indicator(s):

- % of students who have positive perceptions on the Positive Identity Reflection in School Scale
- % of staff respondents who feel well supported in the workplace (by equity deserving group)
- % of respondents who have positive perceptions on the item about having an opportunity for student voice and leadership at school
- # of active Affinity Spaces (e.g., BSUs/BSAs and GSAs in secondary schools)
- # of participants by space or overall

3.3: Support students and staff to thrive in their physical and mental health.

Initiatives:

- Build mental health literacy among students, parents/guardians, and staff;
- Support the overall mental health and well-being of students through the Mental Health Tiered Model of Intervention and Support;
- Provide inclusive mental health resources, supports and services;
- Promote staff MH and well-being through programming or access to services/supports;
- Promote physically active intramurals, clubs, and interschool sports.



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

Indicator(s)

- # of students participating in mental health literacy modules (Grade 7/8 & Grade 10)
- % of staff and students who have positive responses on mental health rating
- % of staff respondents aware of EAP
- # of system events and students participating (e.g., Elementary track and field and cross country)

SKIP TIL Year 3: # of school-based staff who report that their work has a positive impact on their mental health and wellbeing.

3.4: Build connections and shared purpose with community to be informed and engaged.

Initiatives:

- Welcome and engage families in activities and initiatives that support their child(ren)'s education;
- Strengthen relationships with students, parents/guardians, staff, and community partnerships through proactive, two-way communication;
- Strengthen connections with community partners, including Black community organizations, to enhance collaboration and support.

Indicator(s):

- % of parent respondents who agree that they feel welcome at their child's school
- # of welcoming/engagement sessions offered for families/community (e.g., Ready Set Go, Kindergarten)
- # of annual CPIC parent engagement events
- # of attendees (virtual and in person)
- #/description of community partnerships (e.g., PPM 149 agency list; Black community organizations; other equity deserving groups; Right Time, Right Care Community Agency collaborations; Community Planning & Facility Partnerships re: Policy I-37)



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

Becoming:

4.1: Embed equity and inclusion in our policies and actions to identify and dismantle structural inequities for students and staff.

Initiatives:

- Review and update all relevant policies or procedures to acknowledge the barriers to student achievement and well-being experienced by equity deserving groups and specifically Black students;
- Establish an Anti-Black racism steering committee.

Indicator(s):

- # of annual policy working group meetings
- # of Policies/Procedures reviewed and updated with an equity lens
- # of ABR steering committee meetings per year
- # of ABR members attending meetings

4.2: Develop and support staff as professionals, collaborators, and leaders.

Initiatives:

- Provide effective professional development and training to school staff based on identified learning needs and areas identified by the Board;
- Provide leadership development opportunities for staff at all stages in leadership discernment and readiness.



Indicator List for Monitoring the HCDSB Multi-Year Strategic Plan Year 1: 2024-2025

Indicator(s):

- # of PD sessions offered across the Board office by midpoint of year 1
- % of respondents in mentoring sessions that found the information presented was useful in helping them in their role
- % of school-based staff respondents with positive perceptions of professional development
- # of leadership development opportunities

4.3: Transform environments and practices to respond to changing needs and conditions.

Initiatives:

- Modernize schools and classrooms; Actively and equitably review enrolment projections and school boundary options to be reflective of and benefit our Catholic communities;
- Continue to systematically collect data from a variety of stakeholders (including students and staff) to monitor and evaluate key Board priority areas and to inform decision-making;
- Streamline processes, support, and resources to enhance efficiency and organization with all departments.

Indicator(s):

- # of new facilities/additions completed/on budget
- # of Capital Priorities projects awarded
- % of student and staff respondents who agree that there are resources available
- # of School Boundary Reviews
- # of Committee meetings/ reports/approval per year
- # of board-initiated surveys/forms
- # of student/staff/family survey respondents
- SharePoint usage metrics of Research portal / # of downloads
- #/Description of new processes, with examples from across the Board