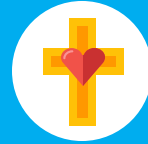






# 2025-2026 CATHOLIC BOARD IMPROVEMENT LEARNING CYCLE GOALS





## BELIEVE



-  Increase student application of scripture, sacramental life, and Catholic Social Teachings to daily life.
-  Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.
-  Enhance the relationships between pastoral teams (parish, Archdiocese) and the DPCDSB community to support student faith formation in schools and an enriched sense of connection to their Catholic community.
-  Enhance positive staff perceptions regarding DPCDSB Catholic Community, Culture and Caring.





## EXCEL



-  Identify and eliminate disproportionalities and disparities, including in achievement, programming, and discipline, by dismantling the impacts of colonialism, oppression, and pervasive injustice\*, including those identified by the Ontario Human Rights Code protected grounds\*\*.
-  Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in mathematics by applying the Ministry priority actions.
-  Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in literacy.
-  Increase student critical thinking, communication, collaboration, creativity, and innovation among all learner groups (e.g., by focusing on Global Competencies and through deep connections to the Ontario Catholic School Graduate Expectations).





## RESPECT



-  Increase sense of belonging among all students, staff and community members by fostering respect, care, and acceptance for human dignity.
-  Increase sense of belonging among students and staff impacted by colonialism, oppression, and pervasive injustice, including those identified by the Ontario Human Rights Code protected grounds, by uplifting the voices of members of communities impacted disproportionately.
-  Increase staff awareness and capacity required to address the impacts of colonialism, oppression, and pervasive injustice, including those identified by the Ontario Human Rights Code protected grounds on student experiences and school climate.
-  Identify and eliminate systemic barriers and instructional practices that negatively impact the success and well-being of students and staff that lead to inequitable outcomes.





## THRIVE



-  Increase awareness of, and accessibility to culturally sensitive mental health and well-being supports for all members of the DPCDSB community.
-  Increase overall student perceptions of their engagement, health, and well-being for all learner groups.
-  Increase opportunities and practices to support staff well-being and belonging (e.g., work-life balance, organizational culture, workload management).
-  Enhance student application of Catholic digital citizenship, with particular emphasis on collaboration.

## TRUST



-  Enhance DPCDSB's engagement with a wide variety of community partners and parishes including staff, students and communities impacted by colonialism, oppression, and pervasive injustice, including those identified by the Ontario Human Rights Code protected grounds.
-  Increase system and personal responsibility toward stewardship of resources (e.g., human, financial, physical and technology).
-  Increase system and public perception of operational service quality (e.g., community and staff perceptions of service levels; alignment of DPCDSB practices with all Ministry of Education requirements).
-  Increase and diversify practices that value the sacredness of creation by engaging students in the ECO schools initiatives.

**\*Pervasive injustice** is a widespread and deeply embedded system of unfairness that affects entire groups of people, rather than being limited to isolated or individual incidents.

**\*\*Ontario Human Rights Code Protected Grounds:** Age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, religion, disability, family status, marital status, gender identity, gender expression, receipt of public assistance (in housing), record of offences (in employment), sex, and sexual orientation.

Legend

Staff/ Community Goals

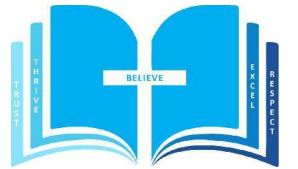


Student Goals



October 31, 2025

<https://www.dpcdsb.org/about-us/reports-plans>



## BELIEVE

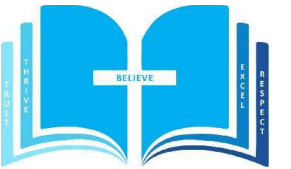
- Continue to provide opportunities for student spiritual engagement in their faith formation.
- Enhance student capacity for intercultural understanding, empathy, and mutual respect through Catholic Social Teachings.
- Continue to ensure the Catholic Social Teaching of Human Dignity is deeply embedded across all aspects of education and leadership, guiding curriculum, decision-making, relationships, and school culture, as a vital reflection of our Catholic identity.
- Continue to develop and provide resources (e.g. SharePoint) that promote and develop understanding and application of Catholic Social Teachings.
- Require pastoral planning to be prominent and foundational to school improvement planning to prioritize the importance of our Catholic faith.
- Support ongoing adult faith formation opportunities.

## EXCEL

- Utilize census data findings to inform targeted strategies and objectives that eliminate disparities and disproportionalities in achievement, programming and discipline.
- Identify and eliminate instructional practices that negatively impact the success and well-being of all students.
- Continue to develop and provide professional learning that strengthens educators' capacity to identify and address systemic inequalities, with a focus on understanding how historical and current factors influence student experiences and outcomes.
- Introduce and implement new assessment tools to all special education resource teachers to support IEP development and programming for students.
- Continue to develop and provide learning opportunities that recognize the significance of Indigenous knowledge systems to benefit all learners.
- Continue to support structured literacy implementation, Read Aloud Routine, and use of Early Reading Screener benchmarks, such as Acadience and CORE.
- Continue to integrate and expand culturally relevant practices into classroom and school culture.
- Continue to provide information webinars/workshops of post-secondary pathways available to students.
- Continue to offer professional development to support new programs and technological tools to differentiate instruction and accommodate for unique learner profiles.
- Develop and provide opportunities for students to utilize artificial intelligence ethically as a support to learning.
- Identify, using EQAO and classroom data, mathematics learning gaps and strategies to close them.
- Ensure alignment between learning experiences and the Grades 3, 6, and 9 EQAO mathematics assessments.
- Continue to ensure a heightened focus on math program, curriculum fidelity, and ongoing math learning, through the use of core resources, board-created resources, and digital tools.
- Continue to support educator capacity in developing Scope and Sequences that align with current and proven pedagogical practices.
- Identify, using EQAO and classroom data, literacy learning gaps and strategies to close them.
- Ensure alignment between learning experiences and the Grades 3, 6, and 9 EQAO literacy assessments.

\***Pervasive injustice** is a widespread and deeply embedded system of unfairness that affects entire groups of people, rather than being limited to isolated or individual incidents.

\*\***Ontario Human Rights Code Protected Grounds:** Age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, religion, disability, family status, marital status, gender identity, gender expression, receipt of public assistance (in housing), record of offences (in employment), sex, and sexual orientation.



## RESPECT



- Continue to address discriminatory and/or hate-motivated language and behaviours through progressive discipline.
- Continue to a focus on the tenets of equity and the Catholic Social Teachings of human dignity and solidarity by elevating the voices of students, ensuring they are actively heard and engaged in meaningful, collaborative decision-making processes.
- Broaden the sharing of the DPCDSB Strategic Plan to Dismantle Anti-Black Racism through system-wide training, professional development and implementation.
- Implement and develop system-wide capacity for the DPCDSB Special Education Plan.
- Develop the DPCDSB Strategic Plan for Indigenous Education.
- Ensure spaces and opportunities are available for Indigenous students and families to engage with ceremony, language, and cultural practices.
- Continue to provide ongoing education for staff about Indigenous rights, human rights, human dignity, histories and cultures, to ensure accurate representation and address bias.
- Promote and enhance awareness of the safe schools reporting tool, SafeVoice, to ensure all students can confidentially report incidents of concern.
- Continue to provide ongoing professional learning that strengthens educators' capacity to identify and address systemic inequalities.
- Promote intercultural understanding and respect for Indigenous rights, identities, knowledge systems and cultures by providing opportunities for student learning about Indigenous perspectives and contributions and accomplishments.

## THRIVE



- Leverage student census data to identify student groups facing barriers to success and use these insights to guide targeted supports that reduce disparities and disproportionalities in achievement and outcomes.
- Utilize well-being strategies that are identity-informed and culturally relevant to foster a sense of belonging and to meet the needs of all students, with a focus on students with diverse learning profiles.
- Enhance student perceptions of their well-being through developing staff and student understanding of racial and equity literacy to increase awareness of inequalities to identify, address, and remove barriers.
- Continue collaborating with community-based service providers who offer wraparound care for students and families.
- Continue to develop and support Indigenous focused land and culture-based programs such as the Wiimbaamitigooshiing Indigenous Land-Based Program for secondary students, ensuring access through promotion and transitional planning.
- Continue to bring awareness to Indigenous-centered approaches rooted in Truth and Reconciliation that foster balance, healing, and harmony with self, others, and the land.
- Continue to promote the principle of knowing each learner with a focus on their individual identities to support student engagement and well-being.
- Continue to promote self-identification for Indigenous students and families.
- Ensure all school-based staff can access de-escalation resources to respond to dysregulation behaviours to promote student participation and create safe school environments.
- Continue to explore and identify ways to achieve workload efficiencies and access to mental health and well-being supports for staff.
- Enhance student application of Catholic digital citizenship with a particular emphasis on safety and responsible use of technology.

\***Pervasive injustice** is a widespread and deeply embedded system of unfairness that affects entire groups of people, rather than being limited to isolated or individual incidents.

\*\***Ontario Human Rights Code Protected Grounds:** Age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, religion, disability, family status, marital status, gender identity, gender expression, receipt of public assistance (in housing), record of offences (in employment), sex, and sexual orientation.



## TRUST



- Engage with community partners to combat a lack of representation as outlined in census data findings.
- Foster community partnerships (e.g., BCAC, CCCSC, IEC, SEAC, Student Voice) to extend learning and service opportunities for all students and staff.
- Connect schools to needs of community to actualize Catholic social teachings through support of ShareLife, food drives, clothing drives, and other charitable activities.
- Continue to collect feedback about policy from DPCDSB community members and staff.
- Engage in ongoing review of resources as part of the annual corporate planning and budgeting cycle.
- Continue to increase personal responsibility toward access and use of DPCDSB resources (e.g., human, financial, physical, and technological).
- Increase opportunities for staff professional development to enhance skill sets on a continual basis.
- Emphasize customer service and responsiveness as part of operational department-level training.
- Exercise the expectations under PPM 171 towards the launch of a board wide attendance support program in collaboration with all employee groups.
- Enhance safety and security measures to improve physical environment and technology infrastructure; data integrity and privacy information management.
- Continue to build system capacity in artificial intelligence with a focus on digital citizenship and corporate efficiencies.
- Sustain and improve ECOschools ratings and facilitate the sharing of best practices.

### Acronym Definitions

<b>BCAC</b>	Black Community Advisory Council
<b>CCCC</b>	Catholic Community, Culture and Caring Survey
<b>CCCSC</b>	Central Committee for Catholic School Councils
<b>DPCDSB</b>	Dufferin-Peel Catholic District School Board
<b>EQAO</b>	Education Quality and Accountability Office
<b>IEC</b>	Indigenous Education Council
<b>OCSGE</b>	Ontario Catholic School Graduation Expectations
<b>SEAC</b>	Special Education Advisory Council

### Mission

Disciples of Christ,  
nurturing mind, body,  
and soul to the fullness  
of life.

### Vision

Changing the world  
through Catholic  
Education.

**\*Pervasive injustice** is a widespread and deeply embedded system of unfairness that affects entire groups of people, rather than being limited to isolated or individual incidents.

**\*\*Ontario Human Rights Code Protected Grounds:** Age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, religion, disability, family status, marital status, gender identity, gender expression, receipt of public assistance (in housing), record of offences (in employment), sex, and sexual orientation.

### References

AI Assistant. (2025, October 7). Definition of pervasive injustice. [Personal communication].  
 Dryzek, J. S., & Niemeyer, S. J. (2024). Expressive Epistemic Injustice: Definition, Measurement, and Deliberative Cure. *Political Research Quarterly*, 78(1), 294-307. <https://doi.org/10.1177/10659129241297272>  
 Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing*. Oxford University Press.