

**2018 - 2021**

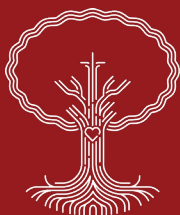


## OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

## OUR VISION

*At Toronto Catholic, we transform the world through witness, faith, innovation and action.*



# ROOTED IN CHRIST

*"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7*

## OUR STRATEGIC DIRECTION

2016-2021

### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

*To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations*



### LIVING OUR CATHOLIC VALUES

*To understand and apply Catholic Teaching to all that we do*



### INSPIRING AND MOTIVATING EMPLOYEES

*To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration*



### PROVIDING STEWARDSHIP OF RESOURCES

*To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources*



### ENHANCING PUBLIC CONFIDENCE

*To create enhanced, regular communication with all stakeholders*



### ACHIEVING EXCELLENCE IN GOVERNANCE

*To lead and model best practices in Board governance*

<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

# BOARD LEARNING IMPROVEMENT PLAN

2018 - 2021

TORONTO CATHOLIC SCHOOL BOARD

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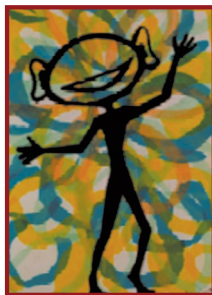
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## A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



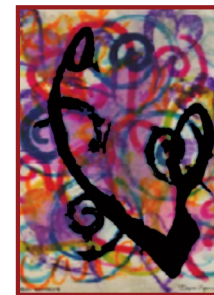
A REFLECTIVE, CREATIVE  
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,  
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

## BOARD LEARNING IMPROVEMENT PLAN 2018 - 2021

It is a Ministry of Education requirement that all Ontario school boards create a **Board Learning Improvement Plan (BLIP)** to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.

The Board Learning Improvement Plan reflects the **VISION** for education in Ontario, which is to support every child and reach every student through the following priorities:

- **Achieving Excellence: High levels of expectations**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

The **2018-2021 Board Learning Improvement Plan** builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. Our plan is informed by a wide range of Ministry, TCDSB and other foundational resources (see Appendix C).





Aligned with the [TCDSB Multi-Year Strategic Plan](#) (2016 - 2021), and informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (Appendix B), the Board Learning Improvement Plan has four **AREAS OF FOCUS**, all of which support our strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING**:

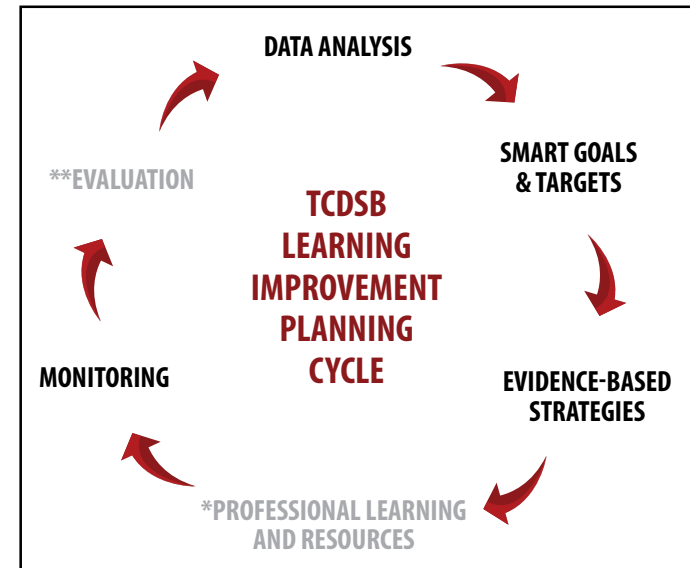
- A. HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**
- B. CURRICULUM, TEACHING AND LEARNING: A Focus on Assessment Practices**
- C. PATHWAYS, PLANNING AND PROGRAMMING: Student Engagement and Well-Being**
- D. SCHOOL AND CLASSROOM LEADERSHIP: Professional Learning, Collaboration and Engagement**



## The TCDSB Learning Improvement Planning Cycle

The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- **Data Analysis** identifies key areas of strength and need (2017 - 2018 baseline).
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying responsibility.



### \*Professional Learning and Resources:

**Board:** The Annual TCDSB Professional Learning Plans outline K-12 professional learning opportunities and supporting resources for teachers. These documents are revised annually and presented to the Board in November.

**School:** School teams, supported by the central resource staff, collaboratively develop professional learning plans with superintendents. These plans are revised annually and posted on the school website by the end of October.

### \*\*Evaluation:

**Board:** The Annual Board Learning Improvement Plan Report Back occurs annually in October.

**School:** The school professional learning plan is evaluated at the end of each school year.

## TCDSB Board Learning Improvement Plan Report Back: OVERVIEW

The following structure will be used for the Annual Board Learning Improvement Plan Report Back in October.

**SMART GOAL**

**EVIDENCE**

**NEXT STEPS**

The status of each goal will be reported using the following scale:

- On Target - On Track
- Monitor - On Track but requires additional support
- Action Required - Not on track



### TCDSB System-wide Surveys

Comprehensive surveys that are administered system-wide will be referenced throughout the document.

	PANEL	SURVEY	SCOPE	N in 2017-2018
<b>STUDENT VOICE</b>	<b>Elementary</b>	Safe and Caring Catholic School Climate	All Grade 6 and 8 students	10,100
	<b>Secondary</b>	Student Transition	Sample of Grade 9 students	3,212
		My School My Voice	Sample of Grade 10 and 12 students	5,228
		Safe Schools	Sample of Grade 9 to 12 students	5,144
<b>TEACHER VOICE</b>	<b>Elementary</b>	Teacher Voice	All teachers	1,023
	<b>Secondary</b>	Teacher Voice	All teachers	612
<b>ADMINISTRATOR VOICE</b>	<b>Elementary</b>	Administrator Voice	All principals and vice-principals	131
	<b>Secondary</b>	Administrator Voice	All principals and vice-principals	42
<b>PARENT VOICE</b>	<b>Elementary &amp; Secondary</b>	Parent/Guardian Voice	All parents	2,615

# **A HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p><b>Areas of Strength:</b></p> <p><i>School promotion of Catholic values, virtues, and practices</i></p> <p><i>Nurturing our Catholic Community</i></p> <p><b>Areas for Growth:</b></p> <p><i>Staff and student engagement in faith development opportunities</i></p> <p><i>School-parish connections</i></p>	<p><b>By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives:</b></p> <p>School submissions for culminating celebrations (The Toronto Catholic Family Film Festival, Parish Family Day, and Spotlight on Your School, in support of the Pastoral Plan): 58% to 70%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> <li>A Catholic Call To Serve: 75% to 80% of secondary schools</li> <li>Province Wide Mass/Peace Walk: 75% to 80% of secondary schools</li> <li>Retreats <ul style="list-style-type: none"> <li>Principal: 84% to 90%</li> <li>Vice Principal: 63% to 75%</li> <li>Business Leaders: 38% to 50%</li> </ul> </li> <li>Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline</li> </ul> <p><b>By June 2021, positive response on survey questions related to school-parish connections will increase in:</b></p> <p>Parent Voice Survey</p> <ul style="list-style-type: none"> <li>72% to 80%</li> </ul> <p>Student Voice and Teacher Voice Survey</p> <ul style="list-style-type: none"> <li>2018-2019 baseline</li> </ul>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> <li>Implement the new Pastoral Plan, 'Rooted in Christ; we Belong, we Believe, we Become'</li> <li>Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection</li> <li>Participate in days of reflection</li> <li>Engage in professional learning sessions with a focus on sharing promising practices</li> <li>Increase collaboration and communication regarding Catholic initiatives and, supporting resources (liturgies, prayers, songs, pastoral care and bereavement)</li> <li>Promote school involvement in faith-based initiatives, which promote innovation and 21C competencies grounded in Catholic Social Teachings and Ontario Catholic School Graduate Expectations</li> <li>Continue to implement curriculum revisions, K-12 (Religious and Family Life Education)</li> <li>Use Common Feedback Forms for all centrally developed professional learning</li> </ul>	<p>Central Staff will:</p> <ul style="list-style-type: none"> <li>Monitor progress on SMART goals and targets through data collection, using surveys and Common Feedback Forms</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Review and monitor school progress on targeted goals with a focused on Nurturing Our Catholic Community</li> </ul> <p>School Administrators will:</p> <ul style="list-style-type: none"> <li>Report back to senior staff on participation of staff and students in school, school-parish and system initiatives focused on Nurturing Our Catholic Community</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor student participation in school, school-parish and system initiatives focused on Nurturing Our Catholic Community</li> </ul>
See <b>Appendix A</b> for detailed data analysis.			



## AREA OF FOCUS

### **B CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p><b>Areas of Strength:</b></p> <p><i>Primary and Junior Reading</i></p> <p><i>Primary and Junior Writing</i></p> <p><i>Grade 9 Academic Math</i></p> <p><i>Ontario Secondary School Literacy Test (OSSLT) Grade 10 students in Academic English</i></p> <p><b>Areas for Growth:</b></p> <p><i>Primary and Junior Math</i></p> <p><i>Grade 9 Applied Math</i></p> <p><i>OSSLT Grade 10 students in Applied English</i></p> <p><b>Achievement for students with special needs</b></p> <p><b>Assessment for, as and of learning practices</b></p>	<p><b>By June 2021, student achievement in literacy and numeracy will improve in:</b></p> <p>EQAO</p> <ul style="list-style-type: none"> <li>Students achieving Levels 3/4: <ul style="list-style-type: none"> <li><b>Primary</b> Reading 75% to 81% Writing 75% to 81% Math 58% to 64%</li> <li><b>Junior</b> Reading 79% to 85% Writing 81% to 87% Math 47% to 53%</li> <li><b>Grade 9</b> Applied Math 49% to 55%</li> </ul> </li> <li>Students successful: <ul style="list-style-type: none"> <li>OSSLT Applied English: 37% to 43%</li> </ul> </li> <li>Students with Special Needs achieving Level 3/4 <ul style="list-style-type: none"> <li><b>Primary</b> Reading 44% to 50% Writing 51% to 57% Math 27% to 33%</li> <li><b>Junior</b> Reading 48% to 54% Writing: 51% to 57% Math: 13% to 19%</li> <li><b>Grade 9</b> Academic 65% to 70% Applied Math 36% to 42%</li> </ul> </li> <li>Students with Special Needs successful <ul style="list-style-type: none"> <li>OSSLT: 46% to 52%</li> </ul> </li> </ul> <p><b>By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:</b></p> <p>Secondary Student Voice Survey</p> <ul style="list-style-type: none"> <li>Timely feedback on how to improve their work, 62% to 75%</li> </ul> <p>Teacher Voice Survey</p> <ul style="list-style-type: none"> <li>Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> <li>74% - 85% to 80% - 90% in elementary</li> <li>67% - 76% to 75% - 85% in secondary</li> </ul> </li> </ul> <p>Administrator Voice Survey</p> <ul style="list-style-type: none"> <li>Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> <li>53% - 72% to 60% - 80% in elementary</li> <li>57% - 76% to 60% - 85% in secondary</li> </ul> </li> </ul>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> <li>Engage in collaborative, inquiry-based professional learning focused on assessment for learning</li> <li>Use Professional Learning Cycles to address areas of need</li> <li>Engage in co-teaching and co-planning</li> <li>Embed fair and equitable assessment practices and use culturally responsive resources in all professional learning sessions</li> <li>Identify specific subgroups with learning gaps and accessibility challenges (example: special education and ELL) and plan appropriate and timely interventions</li> <li>Share effective assessment practices with parents</li> <li>Differentiate support based on school and/or student needs</li> <li>Support schools in the creation and implementation of the School Professional Learning Plan to support school improvement</li> <li>Integrate Indigenous knowledge and teaching methods in classrooms and schools</li> </ul>	<p>Central Staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using Common Feedback Forms and evidence from collaborative inquiries</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Use student data and collect artefacts to monitor school progress during School Improvement Team/Student Success Team discussions</li> </ul> <p>School Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor progress on school improvement goals at least three times a year with School Improvement Team/Student Success Team and regularly with all school staff</li> <li>Together with teachers, monitor students in identified sub-groups</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies with a focus on students in identified sub-groups</li> </ul>
See <b>Appendix A</b> for detailed data analysis.			

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p><b>Areas of Strength:</b></p> <p><i>Elementary students' positive self image</i></p> <p><i>Student Mental Health and Well-being initiative in Secondary</i></p> <p><b>Areas for Growth:</b></p> <p><i>Engagement in Pathways programs [Specialist High Skills Major (SHSM), Dual Credit, Co-op, Ontario Youth Apprenticeship Program (OYAP), experiential learning]</i></p> <p><i>Student Mental Health and Well-being initiative in Elementary</i></p> <p><i>Secondary students' positive self image</i></p>	<p><b>By June 2021, there will be an increase in the level of participation in Pathways Programming:</b></p> <p>SHSM (Grade 11 and 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495 students</p> <p>Experiential Learning: 35 to 70 school projects</p> <p><b>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner:</b></p> <p>All About Me:</p> <p>Primary Division: 3% to 15%</p> <p>Junior Division: 9% to 20%</p> <p><b>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</b></p> <p>myBlueprint</p> <ul style="list-style-type: none"> <li>57% to 70% in elementary;</li> <li>52% to 70% in secondary</li> </ul> <p><b>Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline</b></p> <p>Teacher Voice surveys</p> <ul style="list-style-type: none"> <li>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 69% - 72% to 75% -80%</li> </ul> <p>Administrator Voice surveys</p> <ul style="list-style-type: none"> <li>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 60% - 81% to 70% to 90%</li> </ul> <p><b>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</b></p> <p>Secondary Student Voice surveys: 71% - 83% to 75% - 85%</p> <p><b>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 34 to 80 elementary schools</b></p>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> <li>Engage and support professional learning on student pathways coaching, Dual Credit programs (including accelerated OYAP and School Within a College) and myBlueprint online training</li> <li>Engage in myBlueprint sessions and explore online portfolio (students and teachers K-6)</li> <li>Promote high quality, equitable SHSM opportunities for all four pathways (workplace, apprenticeship, college and university bound students)</li> <li>Create new, diverse and culturally responsive partnerships for Pathways programs with a focus on retail and hospitality</li> <li>Increase communication regarding the value of experiential learning</li> <li>Implement the Student Mental Health and Well-Being Communication plan and the Ministry's "Everyday Mental Health Activities"</li> <li>Promote the creation of School Well-being Teams</li> <li>Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12</li> </ul>	<p>Central Staff will:</p> <ul style="list-style-type: none"> <li>Monitor and track use of myBlueprint with Google forms and data provided by myBlueprint</li> <li>Track student attitudes regarding pathways and post-secondary destinations using Secondary Student Voice survey</li> <li>Track elementary and secondary Student Voice survey regarding sense of self</li> <li>Track enrolment in Pathways programs (Trillium, My Blueprint, Education Data Collection System [EDCS])</li> <li>Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the TCDSB Mental Health and Well Being Student Reflective Survey</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Monitor progress in the implementation of School Well-Being Teams using guiding questions</li> <li>Monitor implementation of Pathways programs in secondary schools to ensure student needs are being met through a range of experientially learning</li> </ul> <p>School Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor participation in Pathways programming</li> <li>Monitor use of myBlueprint</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor student participation in Pathways programming</li> </ul>
See <i>Appendix A</i> for detailed data analysis.			

## AREA OF FOCUS

### **D SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p><b>Areas of Strength:</b></p> <p><i>Promoting a safe, healthy learning environment</i></p> <p><i>Recognizing and supporting excellence</i></p> <p><i>Promoting innovative practice</i></p> <p><b>Areas for Growth:</b></p> <p><i>Inquiry-based professional learning and teacher involvement</i></p> <p><b>Staff well-being</b></p>	<p><b>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</b></p> <p>Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80%</p> <p>Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80%</p> <p>Evidence of participation in job-embedded collaborative inquiry will be shared by field superintendents, administrators, central special services and curriculum staff, and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2018 - 2019 baseline</p> <p><b>By June 2021, there will be an increase in positive responses regarding staff well-being:</b></p> <p>Teacher Voice (based on a range of questions): 55% - 57% to 65% - 70%</p> <p>Administrator Voice (based on a range of questions): 33% - 40% to 50% - 65%</p> <p>Classroom Support Staff Voice: 2018-2019 baseline</p>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices</li> <li>Create conditions that promote collaborative learning cultures (e.g., time to meet, talk, plan, build empathy, trust and respect) and to share and analyze evidence of student learning and assessment</li> <li>Engage in a cyclical learning process of inquiry: plan, act, observe and reflect, with a focus on culturally relevant and responsive pedagogy</li> <li>Engage in collaborative professional learning together with school staff to support the learning of our diverse communities</li> <li>Share knowledge and effective evidence-based instructional practices through co-planning, co-teaching, mentoring, coaching and consulting</li> <li>Encourage risk-taking, trying new instructional practices and strategies and developing a growth mindset</li> <li>Acknowledge and celebrate the achievements, gifts and strength of individuals and teams</li> </ul>	<p>Central Staff will:</p> <ul style="list-style-type: none"> <li>Track participation and progress in system-wide surveys</li> <li>Report back on professional learning progress and collaborative inquiries using Common Feedback Forms</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Report back to Education Council on school programs regarding school learning improvement SMART goals; share evidence of job-embedded collaborative inquiry (e.g., artefacts, student work, presentations, student data)</li> <li>Regularly monitor School Professional Learning Plans</li> </ul> <p>School Administrators and Teachers will:</p> <ul style="list-style-type: none"> <li>Collaborate to plan, act, review and monitor progress in meeting school targets</li> </ul>
See <b>Appendix A</b> for detailed data analysis.			

## DATA ANALYSIS

**A. Home, School and Parish: Nurturing our Catholic Community****Areas of Strength:**

- Schools promote Catholic values, virtue, and practices (e.g., mass and prayer)
  - Elementary Student Voice: 94% positive
  - Secondary Student Voice: 90% positive
  - Parent Voice: 92% positive
- Nurturing Catholic Social Teachings (Human Dignity, Preferential option for the poor and vulnerable, Solidarity)
  - Elementary Teacher Voice: 88% positive
  - Secondary Teacher Voice: 81% positive
  - Elementary Administrator Voice: 97% positive
  - Secondary Administrator Voice: 93% positive

**Areas for Growth:**

- School submissions for culminating celebrations (Toronto Catholic Family Film Festival (TCFF), Parish Family Day, and Spotlight On Your School) at 58%
- A Catholic Call To Serve – 75% participation from Secondary Schools
- Province Wide Mass/Peace Walk – 75% participation from Secondary Schools
- Participation in retreats:
  - Principal 165/196 = 85%
  - Vice Principal 70/111 = 63%
  - Business Leaders 29/77 = 38%
- School-parish connection, positive response to:
  - Their child's school is working closely with the parish
    - › Parent Voice: 73%
  - There is a strong connection between school, home and parish
    - › Parent Voice: 71%



## DATA ANALYSIS

**B. Curriculum, Teaching and Learning: A Focus on Assessment Practices****Areas of Strength:**

EQAO (5 year trend – from 2013/2014 to 2017/2018)

- Primary Reading (Level 3/4): increased from 70% to 75%; Primary Writing (Level 3/4): decreased from 81% to 75%
- Junior Reading (Level 3/4): increased from 74% to 79%; Junior Writing (Level 3/4): stable at 81%
- Grade 9 Academic Mathematics (Level 3/4): stable at 83%
- OSSLT - Grade 10 Academic English (successful): decreased from 93% to 89%
- From Grade 3 Primary Reading in 2015 to Grade 6 Junior Reading in 2018, an increase of 9% from 69% to 78% achieving Level 3/4

Assessment Practices (Assessment for, as and of learning) positive response to:

- Giving and receiving timely feedback on how to improve their work:
  - Elementary Student Voice: 81%

**Areas for Growth:**

EQAO (5 year trend – from 2013/2014 to 2017/2018)

- Primary Mathematics (Level 3/4): decreased from 66% to 58%
- Junior Mathematics (Level 3/4): decreased from 53% to 47%
- Grade 9 Applied Mathematics (Levels 3/4): increased from 44% to 49%
- OSSLT- Grade 10 Applied English (successful): decreased from 52% to 37%
- From Grade 3 Primary Mathematics in 2015 to Grade 6 Junior Mathematics in 2018, a decrease of 18% from 64% to 46% achieving Level 3/4

Assessment Practices (Assessment for, as and of learning) positive response to:

- Giving and receiving timely feedback on how to improve their work:
  - Secondary Student Voice: 62%
- Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria:
  - Elementary Teacher Voice: 85%; Secondary Teacher Voice: 73%
  - Elementary Administrator Voice: 72%; Secondary Administrator Voice: 76%
- During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria:
  - Elementary Teacher Voice: 84%; Secondary Teacher Voice: 76%
  - Elementary Administrator Voice: 61%; Secondary Administrator Voice: 57%
- Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP):
  - Elementary Teacher Voice: 74%; Secondary Teacher Voice: 67%
  - Elementary Administrator Voice: 53%; Secondary Administrator Voice: 64%

## DATA ANALYSIS

**C. Pathways, Planning, and Programming: Student Engagement and Well-Being****Areas of Strength:**

Elementary students' sense of their self image, positive responses to Student Voice:

- In general, I like the way I am: 88%
- Overall, I have lot to be proud of: 85%
- A lot of things about me are good: 83%
- When I do something I do it well: 80%
- I like the way I look: 78%
- My school community is aware of the Board's Mental Health awareness initiative for students (e.g., Children's Mental health Awareness Week, Stop the Stigma):
  - Elementary Teacher Voice: 75%; Secondary Teacher Voice: 86%

"Stop the Stigma" Student Mental Health and Well-being initiative in all 32 secondary schools

**Areas for Growth:**

Participation in Pathways Programming:

- SHSM (Grade 11 and 12 students): 14% within 68 programs
- Dual Credit usage of allocations: 56%
- Central co-op placements: 160 students
- OYAP: 465 students
- Experiential Learning: 35 projects

Students' understanding of themselves as learners, positive response to:

- Online usage of the varied resources within myBlueprint: Elementary 57%; Secondary 52%
- Student usage of All About Me in SK – Grade 6: Primary 3%; Junior 9%
- On school opportunities that help students' discover strengths and interests:
  - myBlueprint Exit survey: 72% in elementary; 62% in secondary
- On participating in activities that explore different areas of study, jobs and careers:
  - myBlueprint Exit survey: 62% in elementary; 65% in secondary
- Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations:
  - Elementary Teacher Voice: 69%; Secondary Teacher Voice: 72%
  - Elementary Administrator Voice: 60%; Secondary Administrator Voice: 81%

Secondary students' sense of their self image, positive responses to Student Voice:

- In general, I like the way I am: 83%
- Overall, I have lot to be proud of: 79%
- A lot of things about me are good: 80%
- When I do something I do it well: 82%
- I like the way I look: 71%

"Stop the Stigma" Student Mental Health and Well-being initiative in 34 elementary schools

## DATA ANALYSIS

**D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement**
**Areas of Strength:**

Promoting a safe, healthy learning environment, positive responses to:

- I feel safe in school: Elementary Student Voice: 96%; Secondary Student Voice: 92%
- My school is a healthy and active place to be: Elementary Student Voice: 89%; Secondary Student Voice: 77%
- My school is a happy and welcoming place to learn: Elementary Student Voice: 88%; Secondary Student Voice: 80%
- Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment:
  - Elementary Teacher Voice: 76%; Secondary Teacher Voice: 75%
  - Elementary Administrator Voice 81%; Secondary Administrator Voice: 83%%
- My child's school is welcoming place to learn: Parent Voice: 89%
- My child feels safe at school: Parent Voice: 89%

Recognizing and supporting excellence: currently at 37 exemplary practice submissions;

Promoting innovative practice: currently at 90% of schools where teachers and administrators are leading 21st Century Innovator sessions.

**Areas for Growth:**

Inquiry-based professional learning and collaborative instruction, positive responses to:

- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning:
  - Elementary Teacher Voice 76%; Secondary Teacher Voice: 69%
  - Elementary Administrator Voice 67%; Secondary Teacher Voice: 72%
- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning:
  - Elementary Teacher Voice 70%; Secondary Teacher Voice: 64%
  - Elementary Administrator Voice 56%; Secondary Teacher Voice: 72%
- There is a strong culture of collaboration within our Catholic school community
  - Elementary Teacher Voice 78%; Secondary Teacher Voice: 72%
  - Elementary Administrator Voice 82%; Secondary Teacher Voice: 81%

Teacher and administrator well-being, positive responses to:

- In the last 6 months, too much time pressure at work has caused me worry, "nerves" or stress:
  - *Sometimes, Once in a while, not at all*
  - Elementary Teacher Voice 57%; Secondary Teacher Voice 55%
  - Elementary Administrator Voice 35%; Secondary Administrator Voice 40%
- In the last 6 months, I have experienced worry, "nerves" or stress from mental fatigue at work:
  - *Sometimes, Once in a while, not at all*
  - Elementary Teacher Voice 56%; Secondary Teacher Voice 55%
  - Elementary Administrator Voice 36%; Secondary Administrator Voice 37%

**Assessment for, as and of Learning**

- 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
- 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP)
- 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

**School and Classroom Leadership**

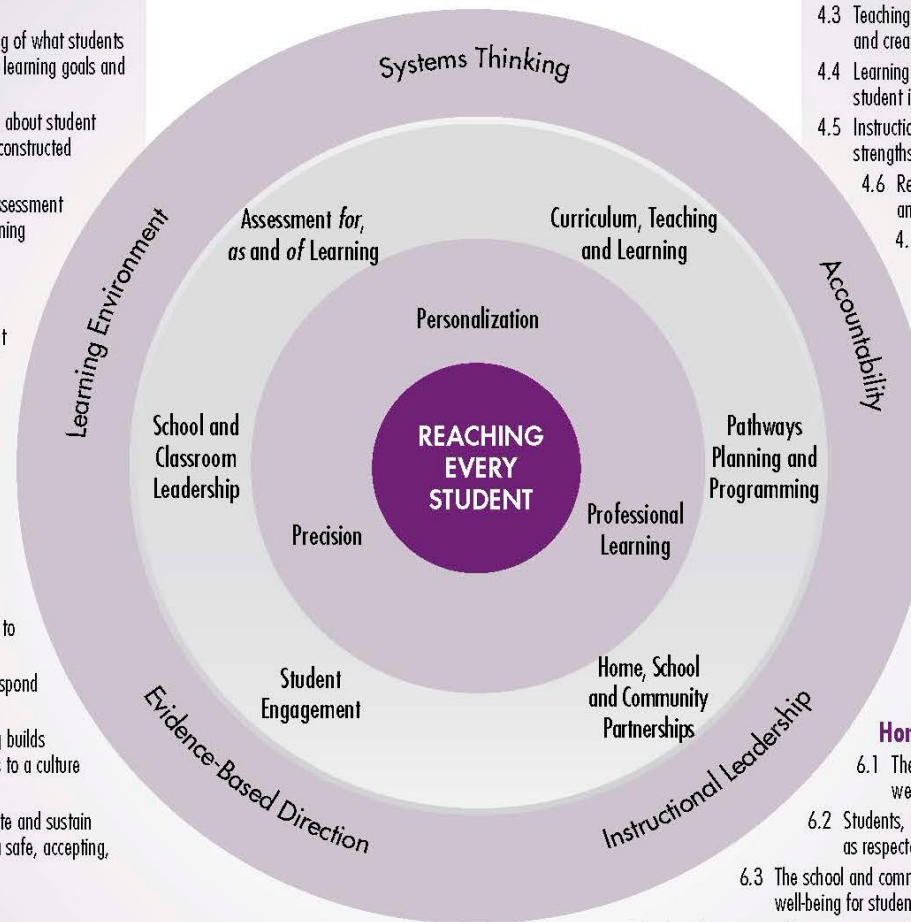
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

**Student Engagement**

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

## K-12 School Effectiveness Framework

### A support for school improvement and student success

**Curriculum, Teaching and Learning**

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

**Pathways Planning and Programming**

- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

**Home, School and Community Partnerships**

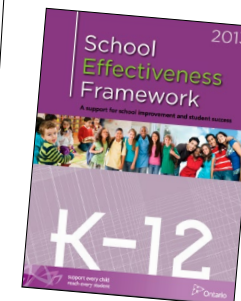
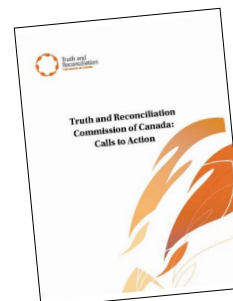
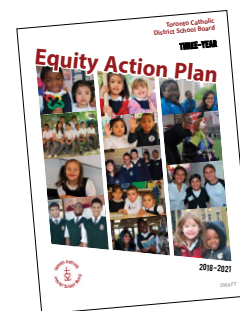
- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.



## TCDSB Board Learning Improvement Plan: RESOURCES

The following **RESOURCES** have informed our plan:

- [TCDSB Equity and Inclusive Education \(2018 - 2021\)](#)
- [Focusing on the Fundamentals of Math \(2018\)](#)
- [Mental Health and Well-Being Strategy \(2015-2018\)](#)
- [Truth and Reconciliation Commission: Calls to Action \(2015\)](#)
- [Achieving Excellence: A renewed Vision for Education in Ontario \(2014\)](#)
- [Promoting Well-Being in Ontario's Education System \(2014\)](#)
- [School Effectiveness Framework \(2013\)](#)
- [Creating Pathways to Success \(2013\)](#)
- [Ontario Catholic School Graduate Expectations \(2011\)](#)
- [Growing Success \(2010\)](#)
- [Supporting English Language Learners \(2008\)](#)
- [Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs \(2005\)](#)



## NOTES:





**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEES 2018 - 2019**

**Wards**

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5.	Maria Rizzo, Vice-Chair	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Taylor Dallin, Student Trustee	416-512-3417
	Joel Ndongmi, Student Trustee	416-512-3413

**Rory McGuckin, Director of Education**  
**Barbara Poplawski, Chair of the Board**

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**SEPTEMBER 2018**