



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

BOARD LEARNING IMPROVEMENT PLAN 2017-2018 REPORT BACK

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.
Proverbs 21:5

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation
 Gina Iuliano Marrello, Superintendent of Student Success
 Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

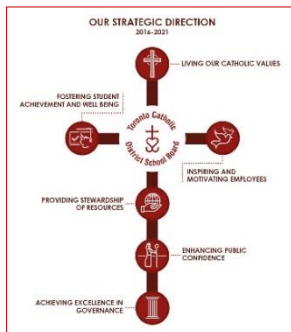
Vision:

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

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.



Rory McGuckin
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

T. Robins
 Acting Associate Director
 of Planning and Facilities

L. Noronha
 Executive Superintendent
 of Business Services and
 Chief Financial Officer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning Improvement Plan K-12 (2014-2018) is a commitment to ensure student success through improved student learning and well-being. This annual report on the Board Learning Improvement Plan (BLIP) reports on our progress to date and introduces the new TCDSB Board Learning Improvement Plan (2018-2021).

The cumulative staff time required to prepare this report was 20 hours.

The cumulative staff time required to create the new BLIP was 125 hours.

B. PURPOSE

This is an annual report on the Board Learning Improvement Plan 2017-2018 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals of:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence

2. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2014-2018, spans four years and its aim is to improve student learning and well-being for each student in our care. The plan consisted of 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
 - i. *Nurturing Our Catholic Community*
 - ii. *Staff Engagement and Well-Being*
 - iii. *Assessment for, as, and of Learning*
 - iv. *School and classroom Leadership*
 - v. *Student Engagement*

- vi. *Curriculum, Teaching and Learning*
- vii. *Pathways, Planning and Programming*
- viii. *Home, Parish, School, and Community Partnerships*

3. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:
<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

Throughout the year using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.

This report focusses on two types of metrics of progress for the board.

(i) **Achievement indicators:**

- Graduation rate
- Credit accumulation
- EQAO reading and writing Grade 3 and 6
- EQAO mathematics Grade 3 and 6
- EQAO Grade 9 Mathematics
- Ontario Secondary School Literacy Test (OSSLT)

(ii) **Perceptual indicators:** Board-wide surveys

Student Voice

- Elementary (E): Safe and Caring Catholic School Climate Survey
- Secondary (S): Student Transition Survey; Safe Schools Survey; My School My Voice Survey

Teacher Voice

- Elementary (E)
- Secondary (S)

Administrator Voice

- Elementary (E)
- Secondary (S)

Parent Voice (E and S are summarized together)

Aligned with Ministry standard, the TCDSB BLIP (2014-2018) uses a target of 75% positive results to measure success of set goals. In this report, the status of goals is updated using the scale below:

Status	<i>Description</i>
Target met	Target met (75% positive or more)
Approaching target	Monitor (60% - 74% positive)
Target not yet met	Action required (Less than 60% positive)

(i) ACHIEVEMENT DATA

Indicator	Evidence	Status
Graduation Rate	5-year graduation rate: 89% for TCDSB (86% in Ontario)	Target met
Credit Accumulation	Grade 9 (8 or more credits): 87%	Target met
	Grade 10 (16 or more credits): 81%	Target met
EQAO Grade 3 and Grade 6 Literacy	Grade 3 Level 3/4: Reading 75%, Writing 75%	Target met
	Grade 6 Level 3/4: Reading 79%, Writing 81%	Target met
EQAO Grade 3 and Grade 6 Mathematics	Grade 3 Level 3/4: Math 58%	Target not yet met
	Grade 6 Level 3/4: Math 47%	Target not yet met
EQAO Grade 9 Mathematics	Academic mathematics: 83%	Target met
	Applied mathematics: 49%	Target not yet met
OSSLT	Academic English 89% successful	Target met
	Applied English 37% successful	Target not yet met

(ii) **PERCEPTUAL DATA**

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Nurturing our Catholic Community All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.</p>	<p>Schools promote Catholic values, virtues, and practices (e.g., mass and prayer)</p> <ul style="list-style-type: none"> • Student Voice: 94% (E); 90% (S) • Parent Voice: 92% <p>Nurturing Catholic Social Teachings</p> <ul style="list-style-type: none"> • Teacher Voice: 88% (E); 81% (S) • Administrator Voice: 97% (E); 93% (S) 	<p>Target met</p>
<p>Staff Engagement and Well-being All schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and vocation that acts to support staff well-being.</p>	<p>Involvement in decisions that affect work</p> <ul style="list-style-type: none"> • Teacher Voice: 62% (E); 57% (S) • Administrator Voice: 62% (E); 60% (S) <p>Recognition for work efforts</p> <ul style="list-style-type: none"> • Teacher Voice: 54% (E); 46% (S) • Administrator Voice: 43% (E); 40% (S) 	<p>Target not yet met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Assessment for, as, and of Learning All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.</p>	<p>On understanding learning goals and success criteria:</p> <ul style="list-style-type: none"> • Student Voice: 92% (E); 88% (S) • Teacher Voice: 85% (E); 73% (S) • Administrator Voice: 72% (E); 76% (S) <p>On timely, descriptive feedback:</p> <ul style="list-style-type: none"> • Student Voice: 81% (E); 62% (S) • Teacher Voice: 84% (E); 76% (S) • Administrator Voice: 61% (E); 57% (S) 	<p>Target not yet met</p>
<p>School and Classroom Leadership All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.</p>	<p>On collaborative instructional leadership:</p> <ul style="list-style-type: none"> • Teacher Voice: 76% (E); 69% (S) • Administrator Voice: 67% (E); 72% (S) <p>On job-embedded, inquiry-based professional learning:</p> <ul style="list-style-type: none"> • Teacher Voice: 70% (E); 64% (S) • Administrator Voice: 56% (E); 72% (S) 	<p>Target not yet met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Student Engagement All schools will ensure the school learning and improvement plan reflects student voice regarding the needs, diversity and interest of the student population and informs all classroom planning.</p>	<p>On finding school work interesting: <ul style="list-style-type: none"> • Student Voice: 77% (E); 57% (S) </p> <p>On including student voice: <ul style="list-style-type: none"> • Student Voice: 83% (E); 72% (S) </p> <p>On student groups seeing themselves reflected in culture and curriculum: <ul style="list-style-type: none"> • Student Voice: 88% (E); 80% (S) </p> <p>On student’s feeling of belonging: <ul style="list-style-type: none"> • Student Voice: 83% (E); 73% (S) </p> <p>On teaching and learning environment being inclusive, promoting engagement: <ul style="list-style-type: none"> • Teacher Voice: 87% (E); 80% (S) • Administrator Voice: 78% (E); 76% (S) </p> <p>On student priorities reflecting diversity, needs and interests of student population that is embedded in school plans: <ul style="list-style-type: none"> • Teacher Voice: 78% (E); 69% (S) • Administrator Voice: 73% (E); 61% (S) </p>	<p>Target met in Elementary;</p> <p>Target not yet met in Secondary</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Curriculum, Teaching and Learning All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.</p>	<p>On high expectations:</p> <ul style="list-style-type: none"> • Student Voice: 88% (E); 81% (S) • Parent Voice: 81% <p>On a strong belief in school that all students can learn:</p> <ul style="list-style-type: none"> • Student Voice: 93% (E); 87% (S) <p>On a culture of high expectations that supports the belief that all students can learn:</p> <ul style="list-style-type: none"> • Teacher Voice: 86% (E); 76% (S) • Administrator Voice: 81% (E); 85% (S) 	<p>Target met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Pathways Planning and Programming All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.</p>	<p>On taking part in events that help students learn about different jobs or careers:</p> <ul style="list-style-type: none"> • Student Voice: 92% (E); 88% (S) <p>On school opportunities (e.g. field trips, speakers, presentations) that help student’s discover their personal strengths and interests:</p> <ul style="list-style-type: none"> • Student Voice (myBlueprint Exit survey) : 72% (E); 62% (S) <p>On participating in activities (e.g. Skills Canada, college experience days, excursions, guest speakers) that help explore different areas of study, jobs and careers:</p> <ul style="list-style-type: none"> • Student Voice (myBlueprint Exit survey) : 62% (E); 65% (S) <p>On students building on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills, education and career/life aspirations:</p> <ul style="list-style-type: none"> • Teacher Voice: 69% (E); 72% (S) • Administrator Voice: 60% (E); 81% (S) 	<p>Approaching Target</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Home, Parish, School and Community All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.</p>	<p>On building partnerships with community:</p> <ul style="list-style-type: none"> • Teacher Voice: 74% (E); 70% (S) • Administrator Voice: 71% (E); 78% (S) <p>On strong connection between school, home and parish:</p> <ul style="list-style-type: none"> • Parent Voice: 71% 	<p>Approaching Target</p>

E. METRICS AND ACCOUNTABILITY

1. The TCDSB 2014-2018 Board Learning Improvement Plan provides a solid foundation upon which to reflect on the past year as well as build and refine the next cycle of the Board Learning Improvement Plan.
2. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed revisions to the Board Learning Improvement Plan.
3. To promote further growth and action in the area of student achievement and well-being, it was considered necessary to include in the revised BLIP specific measureable targets and a variety of metrics clearly supporting actionable items for follow up and improvement. Further, it was deemed necessary to reduce the number of overall goals to allow for greater focus, deeper implementation, and greater alignment across the system. These considerations were incorporated in the revised **TCDSB Board Learning Improvement Plan for 2018-2021** (*Appendix*).
4. The following are highlights of the revised TCDSB Board Learning Improvement Plan.
 - The plan covers four areas of focus (reduced from 8).

- For each area of focus, targets are specific, measureable, action oriented (SMART); a variety of metrics are included for each goal.
 - Each area of focus includes data analysis, evidence-based strategies, and monitoring mechanisms.
5. The revised TCDSB Board Learning Improvement Plan (BLIP) covers the period 2018-2021, a three-year period coinciding with the TCDSB Pastoral Plan. Informed by the School Effectiveness Framework as well as our Multi-Year Strategic Plan, the BLIP includes the following four areas of focus:
- A. Home, Parish, School: Nurturing Our Catholic Community
 - B. Curriculum, Teaching and Learning: A Focus on Assessment
 - C. Pathways, Planning and Programming: Student Engagement and Well-Being
 - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
6. For each area of focus, the plan provides:
- Data Analysis
 - Smart Goals and Targets
 - Evidence-based Strategies
 - Monitoring
7. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
8. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back will take place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all our schools.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.