



REPORT TO

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

TCDSB K-12 PROFESSIONAL LEARNING PLAN TO SUPPORT STUDENT ACHIEVEMENT & WELL BEING 2019-2020

Let the wise also hear and gain in learning, and the discerning acquire skill. Proverbs 1:5

Created, Draft	First Tabling	Review
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INFORMATION REPORT

Vision:

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

Mission:

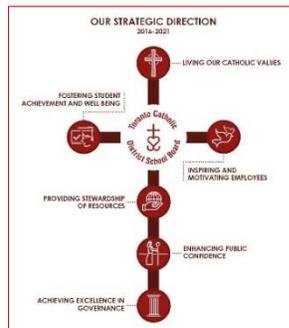
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

L. Noronha
 Associate Director of Facilities, Business and Community Development, and Chief Financial Officer



A. EXECUTIVE SUMMARY

This information report provides an overview of the central K-12 professional learning plan for teachers. The plan outlines the use of Ministry and Board financial resources to facilitate professional learning in the TCDSB in order to support student achievement and well-being. The initiatives outlined reflect and support the priorities identified in the Board Learning Improvement Plan (BLIP) and the Multi-Year Strategic Plan (MYSP). The professional Learning plans are found in **Appendices B to R**.

The cumulative staff time required to prepare this report was 120 hours

B. PURPOSE

This annual report outlines the central professional learning initiatives that support the Board Learning Improvement Plan.

C. BACKGROUND

1. **Spring 2019** – Professional development planning begins for the 2019-2020 school year.
2. **Fall 2019** – Plans are revised based on newly analysed data and Ministry funding announcements.
3. **Consultation** occurs with federations partners at joint professional development committees.
4. **Funding**, to support this professional learning, is provided by the Ministry of Education.
5. **Professional Learning plans for Literacy and Numeracy are informed by data from EQAO.** Literacy and Numeracy strategies are embedded throughout the professional learning plans where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Board continues to receive some funds for professional learning through the following Ministry of Education budgets: *Focusing on the Fundamentals of Mathematics* and *Student Success*. Ministry funds have restrictions on use.

A. Due to the reduction of the Staff Development budget, the following initiatives may not be offered or may be reduced in scale this year:

- Heritage Month celebrations
- Elementary co-curricular activities:
 - Track & Field
 - Cross Country
 - Elementary Chess
 - W5H
- Professional Learning opportunities for elementary teachers in the areas of:
 - 5th Block
 - Dance
 - Drama
 - Early Learning
 - English Language Learning
 - French as a Second Language
 - Health/Physical Education
 - Elementary Literacy
 - Music
 - Science
 - Visual Arts
- International Languages Instructor in-services
- International Women's Day
- Religious Education Part I Additional Qualifications for teachers
- Exemplary Practice Awards
- Subsidy to support annual school Faith Day
- Subsidy to Health and Safety for First Aid Training to ensure 2 staff per school are qualified
- Designated Early Childhood Educator professional learning
- School requests for local professional learning needs

B. Due to reduced Ministry funding for *Focusing on the Fundamentals of Math*, *Student Success* funds have been allocated to supplement elementary mathematics professional learning opportunities for

teachers, reducing the availability of funds for previously funded initiatives for staff and students.

C. Due to the reduction of the Staff Development budget, the following initiatives will be funded through the Student Success budget, but will be scaled back in terms of offerings:

- Student Leadership activities for CSLIT, ECSLIT and student events
 - Teacher professional learning in Religion (focused on new resources - Growing in Faith, Growing in Christ which for 2019-2020 is Grades 5 & 6)
 - Conference Registration Fees and release time for teachers to attend:
 - *When Faith Meets Pedagogy* Conference
 - *Reading for the Love of It* Conference
 - Elementary co-curricular activities:
 - Track & Field
 - Cross Country
 - Elementary Chess
 - W5H
 - Professional Learning opportunities for elementary teachers in the following areas:
 - Science
 - Social Studies
 - Annual Elementary Growing Success Report Card setup workshops for Teacher Report Card Administrators so that all teachers have access to the online report card application
 - *Roots of Empathy* training
2. Each year, **central academic resource staff, together with Educational research staff, review board data** to determine the progress toward achievement of priorities identified through the goals and action plan outlined in the BLIP and MYSP. The TCDSB professional learning plan is informed by this analysis of data, incorporating key Ministry initiatives.
3. EQAO provides the following Literacy and Mathematics student assessment results:
- Literacy**
EQAO results for Literacy Assessments are reported based on **skills and achievement chart categories**

- **Grade 3 and 6**
Reading Target Skills: explicit, implicit, making connections
Writing Question Formats: multiple-choice, short writing, long writing
- **Grade 10**
Reading Target Skills: *explicit, implicit, making connections*
Writing Target Skills: *developing a main idea, organizing information and ideas, using conventions, topic development*
- **Question types:** multiple-choice, open response

Mathematics

EQAO results for Math Assessments are reported based on **strands** and **achievement chart categories**

- **Grade 3 and 6 Strands:** Number Sense & Numeration, Measurement, Geometry & Spatial Sense, Patterning & Algebra, Data Management & Probability
- **Grade 9 Applied Strands:** Number Sense & Algebra, Linear Relations, Measurement & Geometry
- **Grade 9 Academic Strands:** Number Sense & Algebra, Linear Relations, Analytic Geometry, Measurement & Geometry
- **Achievement chart categories:** Knowledge & Understanding, Thinking, Application (Communication is not reported on as an achievement chart category because it is embedded in the other categories)
- **Question types:** multiple-choice, open response

4. EQAO Item Information Report (IIR) analysis reveals the following:

Grade 3

Reading

- Students performed better on open response items than on multiple-choice questions
- Overall, there are no areas of relative strength or weakness answering questions in the Grade 3 Reading assessment

Writing

- Students, in general, performed well on the Grade 3 Writing assessment
- Significant strengths in Writing Conventions and Language Conventions
- Students performed the best on Open-response questions

Mathematics

- No strand stood out as particularly strong – performance was quite similar to that of the province

- Performance on measurement for both multiple-choice and open response questions were particularly weak

Grade 6

Reading

- Overall, Explicit Reading and Reading with Fluency presented the greatest challenge
- Multiple-choice questions presented greater challenge than Open-response questions

Writing

- Topic Development and Using Knowledge of Form and Style in Writing questions presented the greatest challenge
- Multiple-choice questions presented greater challenge than Open-response questions

Mathematics

- Patterning & Algebra, Data Management & Probability strands and Application skills presented the greatest challenge

Grade 9

Applied

- Overall, the greatest challenges are in the areas of Linear Relations and Measurement & Geometry;
- Strengths are noted in Number Sense and Algebra questions
- Students are equally strong on Knowledge & Understanding and Thinking questions

Academic

- Overall, the greatest challenges are in the areas of Linear Relations and Measurement & Geometry
- Students had similar achievement patterns for Knowledge & Understanding, Application, and Thinking questions

Grade 10

OSSLT

- Overall, the greatest challenges are in the area of answering Explicit Reading questions
- Significant strength answering questions in the Writing portion of the assessment

5. **All schools are required to complete a Professional Learning Form (Appendix A) that describes the school’s urgent critical student learning need based on school data analysis.** The Professional Learning Form includes the school’s plan to address the stated urgent critical student learning need. A key focus for the 2019-2020 school year will be numeracy across the curriculum, while embedding literacy skills.
6. **Together with central staff, the principal will lead the school improvement team to implement a school learning improvement plan that establishes ambitious but realistic student performance standards.** The current delivery model for professional learning hinges on the local identification of needs. This model supports the principal as the instructional leader in the school. The principal will include teachers in instructional improvement work and assist them in developing an understanding of powerful and precise assessment and instructional strategies to support student achievement.
7. **New 2019-2020**
September 8 and 10, K-12 Principals’ Meeting: Principals took part in a half-day professional learning session on reviewing their students’ data using EQAO test results, classroom assessments, and perceptual data.

September 24- 27, K-12 Principals’ Meeting: Principals, supported by central staff and their Field Superintendent, engaged teachers from their school in a full day of data review in order to identify their Urgent Critical Student Learning Need and Smart Goal, and refined their School Professional Learning Plan.
8. All schools will take part in professional learning through a **Collaborative Inquiry** approach, with principals working in Principal Learning Teams and school staff working in School Professional Learning Teams together with staff from other schools. Based on student/school learning needs in the area of Literacy and Mathematics, schools were identified as either Intensive, Increased, or Other. The number of days of professional learning and level of support from central resource staff will be differentiated based on this classification. “Intensive Support” schools will receive the highest level of support and release days, “Increased Support” schools will receive some

support and some release days, and “Other” schools will receive the least amount of support and number of release days.

9. The K-12 PD plan for 2019-20 is multi-faceted and has the following components:
 - a) PD for Teachers K-8 Numeracy (**Appendix B**) and K-8 Literacy (**Appendix C**).
 - b) PD for Teacher 7-12 Numeracy (**Appendix D**) and 7-12 Literacy (**Appendix E**).
 - c) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) and Safe Schools (**Appendix F**).
 - d) PD for Teachers in the 5th Block Program (**Appendix G**).
 - e) PD for Teachers in the Early Years Program (**Appendix H**).
 - f) PD for Teachers in the English Language Learner Program (ELL) (**Appendix I**).
 - g) PD for Teachers in French as a Second Language (**Appendix J**).
 - h) PD for Teachers in Science, Social Studies and EcoSchools (**Appendix K**).
 - i) PD for Teachers Outdoor/Health/Physical Education (**Appendix L**).
 - j) PD for Teachers in Indigenous Education (**Appendix M**).
 - k) PD for Teachers in Music (**Appendix N**).
 - l) PD for Teachers in Arts (**Appendix O**).
 - m) PD for Pathways Planning (**Appendix P**).
 - n) PD for 21st Century Learning (**Appendix Q**).

o) PD for Special Education (**Appendix R**)

E. METRICS AND ACCOUNTABILITY

With the use of a Common Professional Learning Feedback Form (introduced last year) at all professional learning sessions, we will collect data on teacher learning and student achievement. (**Appendix S**)

1. All schools will continue with the School Learning Improvement Plan process:

- May/June: review school progress and begin goal setting process for the following year
- September: continue to review school data, determine an urgent critical learning need, set a SMART goal related to their urgent critical learning need and develop a Professional Learning Form (PLF)
- September: workshop on data review for principals; working session for school learning improvement teams for PLF
- October – January: professional learning occurs related to the school’s urgent critical learning need and the professional learning need
- January: Midpoint Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. Reviewers will provide each Principal with feedback to inform next steps.
- February – June: professional learning occurs related to the school’s urgent critical learning need and the professional learning need
- June: End of Year Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps and begin goal setting for next year.

2. Senior staff will continue to monitor the School Improvement Learning Plan process:

- September: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff
- October: review all school professional learning plans
- October 31: School plans posted to the school website.
- October – January: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals

- January: All academic senior staff, all principals, and Ministry Student Achievement Officers will participate in the Midpoint Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs, and next steps
- January (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council
- February: Principal Instructional Math Coach, Ministry Student Achievement Officers and Field Superintendents will meet with Principals to determine next steps
- February – June: participate in professional learning with school staff to ensure that sessions are addressing student needs and school goals
- June: All academic senior staff, all principals, and Ministry Student Achievement Officers will participate in the End of Year Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps
- June (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.