



REPORT TO

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

**BOARD LEARNING IMPROVEMENT PLAN
2019-2020 REPORT BACK**

So then, each of us will be accountable to God. Romans 14:12

Created, Draft	First Tabling	Review
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G. Iuliano Marrello, Superintendent of Student Success
M. Vanayan, Senior Coordinator, Educational Research
M. Artuso, Research Associate

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.



Brendan Browne, PhD
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

The Toronto Catholic District School Board (TCDSB) Learning Improvement Plan K-12 (2018-2021) embodies a commitment to ensure student success through improved student learning and well-being. This annual report is on the progress of the Board Learning Improvement Plan (BLIP) for 2019-2020 to support student achievement and well-being.

The cumulative staff time required to prepare this report was 110 hours

B. PURPOSE

This is an annual report on the Board Learning Improvement Plan 2019-2020 to support student achievement and well-being.

C. BACKGROUND

1. 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.
2. 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
3. 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. A wide range of Ministry, TCDSB and other foundational resources have informed this plan.

4. The Board Learning Improvement Plan, aligned with the TCDSB Multi-Year Strategic Plan (2016-2021), and the Pastoral Plan (2018-2021), is informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (SEF). 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
5. 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.
6. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2018-2021, spans three years and aims to improve student learning and well-being for each student in our care. It 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

1. The TCDSB Board Learning Improvement Plan (2018-2021) includes SMART Goals to be achieved by the end of June, 2021. Throughout the year, using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.
2. The Board Learning Improvement Plan Report Back describes the achievement of SMART Goals and targets by June 2020 (see **Appendix**). For each of the 4 Areas of Focus, the following elements are included.
 - SMART Goals
 - 2019-2020 Evidence
 - Status
 - Explanation if goals were not met
 - 2020-2021 Next Steps
3. The 2019-2020 school year was unprecedented. The early part was marked by labour sanctions across Ontario. On March 12, 2020, the Province of Ontario announced that all provincially-funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and ‘Distance Learning’ replaced ‘in-person’ learning for all students, K-12.
4. All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. Likewise, within the TCDSB, administration of the Canadian Achievement Test (CAT) was cancelled as were the annual spring student, teacher and administrator surveys. For these reasons, some data that would ordinarily be available in a regular school year, were not available in June 2020.
5. The TCDSB Academic Emergency Response Team (AERT) was established and coordinated all efforts related to student learning during this unprecedented time. To help inform planning in the area of teaching and learning, in June 2020, a series of new surveys was developed for students, parents, teachers, and administrators.

6. In June 2020, a series of surveys on Distance Learning replaced the annual spring surveys. The surveys addressed a wide range of topics including the learning environment, attitudes and engagement, perceptions of safety, and mental health and wellness. The numbers participating in each of the *Distance Teaching and Learning* surveys are shown below.

Survey	Number Participating
Elementary Student Voice (Grades 6 & 8)	7,531
Secondary Student Voice (Grades 10 & 12)	4,839
Teacher Voice	1,982
Administrator Voice	171
Parent/Guardian Voice	4,914

7. Where relevant, data from the surveys are included in the BLIP Report Back (Appendix). Consistent with reports of educators from other jurisdictions, results pointed to several areas that require focus in support of an effective Distance Learning environment: student engagement, mental health and wellness (social-emotional connections), inequities that impact learning, methods of delivering quality instruction, and the access to and use of technology.

All of the above domains, which place the student at the centre of learning, need to be considered when planning for future improvement planning.

8. While the nature of the data available in 2019-2020 is not entirely consistent with previous years and does not allow strict measurement of the achievement of all the targets in the BLIP, there was sufficient evidence from various sources to inform planning and identify those areas that require continued attention.
9. The following structure is used for the Annual Board Learning Improvement Plan Report Back to assess overall progress during **Year 2** of the plan, namely between **September 2019 and June 2020**.

Status	Description
On Target (green)	On track
Monitor (yellow)	On track but requires additional support
Action Required (red)	Not on track

10. Significant initiatives took root during 2019-2020, with creative and innovative strategies introduced during Distance Learning. The status in each of the areas of focus remains consistent with last year's evaluation, except for A. Home, School and Parish which moved from 'Monitor' to 'On Track'.

The status of each of the Areas of Focus is summarized below.

	Area of Focus	Status (2019-2020)
A	Nurturing our Catholic Community Home, School and Parish	Monitor On Track
B	Curriculum, Teaching and Learning A Focus On Assessment Practices	Literacy: Monitor Numeracy: Action Required Assessment: Monitor
AC	Pathways, Planning and Programming Student Engagement and Well-being	Monitor Monitor
D	School and Classroom Leadership Professional Learning, Collaboration and Engagement	Monitor Monitor

11. The Board Learning Improvement Plan Report Back (see Appendix) describes next steps for the 2020-2021 school year in each of the Areas of Focus. In the area of Curriculum, Teaching and Learning, implementation of the new Mathematics Curriculum will require significant focus.
12. In June 2020, the Minister of Education announced that there will be no Primary and Junior EQAO assessments in the 2020-2021 school year. The Grade 9 Mathematics Assessment and the Ontario Secondary School Literacy Test will be administered online.

These developments will inform changes to our methods and formulation of SMART Goals and targets in future years.

E. METRICS AND ACCOUNTABILITY

1. The TCDSB 2018-2021 Board Learning Improvement Plan provides a solid foundation upon which to grow and act. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed the Board Learning Improvement Plan.
2. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
3. 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 takes 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 of our schools.
4. The current BLIP expires in June, 2021. In the fall of 2021, there will be an assessment of how well the targets set out in the BLIP were met and a new Board Learning Improvement Plan will be created.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.