BOARD LEARNING IMPROVEMENT PLAN - 2018 - 2021

ROOTED IN CHRIST, WE REACH EVERY STUDENT

HOME, SCHOOL & PARISH

CURRICULUM, TEACHING & LEARNING

NURTURING OUR CATHOLIC COMMUNITY

A FOCUS ON ASSESSMENT PRACTICES

BOARD LEARNING IMPROVEMENT PLAN

Toronto Catholic District School Board

PROFESSIONAL LEARNING, COLLABORATION & ENGAGEMENT

STUDENT ENGAGEMENT & WELL-BEING

SCHOOL & CLASSROOM LEADERSHIP

PATHWAYS, PLANNING & PROGRAMMING

2019 - 2020 REPORT BACK

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

LIVING OUR CATHOLIC VALUES
To understand and apply Catholic Teaching to all that we do

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING
To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations

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

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A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:

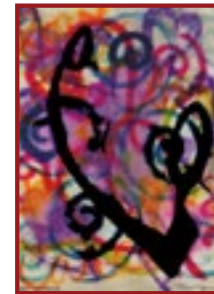A DISCERNING BELIEVER

AN EFFECTIVE COMMUNICATOR

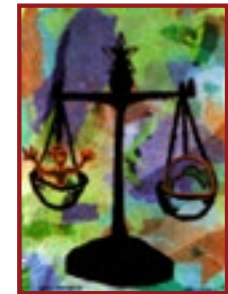A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

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 B).

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 (SEF, Appendix A), the Board Learning Improvement Plan has four **AREAS OF FOCUS**, all of which support our strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING**:
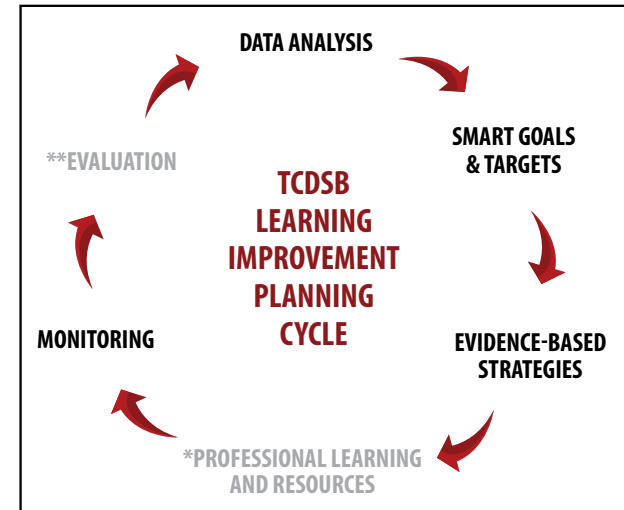
A. **HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**

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

C. **PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**

D. S**CHOOL 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.

DATA ANALYSIS

SMART GOALS & TARGETS

TCDSB LEARNING IMPROVEMENT PLANNING CYCLE

EVIDENCE-BASED STRATEGIES

*PROFESSIONAL LEARNING AND RESOURCES

MONITORING

**EVALUATION

*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 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. For these reasons, some planned activities did not take place and some data that would ordinarily be available in a regular school year, were not available in June 2020.

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**

In the Next Steps, links to SEF Indicators are specified.

TCDSB System-wide Surveys

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

	PANEL	SURVEY	SCOPE	N in 2019-2020
STUDENT VOICE	**Elementary**	Student Voice: Learning During the COVID-19 Pandemic [1]	All Grade 6 and 8 students	7,531
	Secondary	Student Transition	Sample of Grade 9 students	3,568
		Student Voice: Learning During the COVID-19 Pandemic [2]	All Grade 10 and 12 students	4,839
		Safe Schools	Sample of Grade 9 to 12 students	5,464
TEACHER VOICE	**Elementary & Secondary**	Teacher Voice: Teaching and Learning During the COVID-19 Pandemic [3]	All teachers	1,982
ADMINISTRATOR VOICE	**Elementary & Secondary**	Administrator Voice: Teaching and Learning During the COVID-19 Pandemic [4]	All principals and vice-principals	171
PARENT/GUARDIAN VOICE	**Elementary & Secondary**	Annual Parent/Guardian Voice	All parents or guardians	6,266
	Elementary & Secondary	Parent/Guardian Voice: Learning During the COVID-19 Pandemic	All parents or guardians	4,914

NOTE: [1] Replacing the Safe and Caring Catholic School Climate survey; [2] Replacing the My School My Voice survey; [3] Replacing the annual Teacher Voice survey; [4] Replacing the annual Administrator Voice survey.

A   HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS

1. Initiatives that promote Catholic values
 	
By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values:
 	
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%
 	
Attendance at events and initiatives
• A Catholic Call to Serve: 75% to 80% of secondary schools
• Province Wide Mass/Peace Walk: 75% to 80% of secondary schools
• Retreats
  - Principal: 84% to 90%
  - Vice Principal: 63% to 75%
  - Business Leaders: 38% to 50%
• Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline
 	
2. School-parish connections
 	
By June 2021, positive response on survey questions related to school-parish connections will increase in:
 	
Parent Voice Survey
• 72% to 80%
Student Voice and Teacher Voice Survey
• 2018-2019 baseline *NEW*
	1. Initiatives that promote Catholic values
	School submissions for culminating pastoral plan celebration were greatly impacted due to the pandemic:
	• 11% of schools submitted examples of how schools celebrated "we Believe"
	• *NEW:* NCC we Believe Liturgy and Culminating Event broadcast (NCC YouTube Channel June 18, 2020 premiere) - 1,774 views
	Attendance at events and initiatives:
	• A Catholic Call to Serve - 63% of secondary schools
	• Catholic Education Week Province Wide Mass & Peace Walk - unable to conduct due to the pandemic
	  - *NEW:* NCC Liturgy and Reflection broadcast during Catholic Education Week (NCC YouTube Channel May 7, 2020 premiere) - 1,233 views
	• Retreats
	  - Principals - unable to conduct due to the pandemic
	    ▪ *NEW:* Principals' Liturgy and Reflection Video conference - 65%
	  - Vice Principals - 90%
	  - Business Leaders - 70%
	• Growing in Faith, Growing in Christ elementary Religious Education program in-service - 72% of schools
	• *NEW:* NCC Liturgy and Reflection broadcasts (March to June, 2020) on NCC YouTube Channel - 13,986 views
	• *NEW:* "Our Daily Nurture" Reflections and Prayers (March to June, 2020) on NCC Twitter Account and Website - 8,282 views
	• *NEW:* Student participants in bi-weekly CSLIT "Let's Talk Faith" livestream (April to June, 2020) - 1,132
	
	DISTANCE LEARNING SURVEY
	Parent Voice: TCDSB continues to offer opportunities to stay engaged in faith practices (e.g., weekly online liturgies offered by the Nurturing our Catholic Community [NCC] Team)
	• 63% agree or strongly agree; 20% don't know
	2. School-parish connection
	Survey questions:
	My child's school is working closely with the parish.
	There is a strong connection between school, home and parish
	• Annual Parent Voice: 79% agree or strongly agree
	NEW: **Nurturing our Families of Faith Newsletter** - periodic distributed to ALL TCDSB families and staff through School Messenger, linking families to parish and Archdiocese resources, and liturgical celebrations
	
	Status
	1. Initiatives that promote Catholic values 🟨 **School-parish connections** 🟩
	
	Explanation if goals not met
	• Some SMART goal specific data (from TCDSB surveys) were not available in 2019-2020
	• Labour sanctions and the pandemic have impacted participation in events and initiatives, and/or have caused their cancellation
		Nurturing Our Catholic Community Pastoral Plan 2018-2021
		• Field Superintendents and Administrators will encourage staff and student engagement in faith development with a focus on the Pastoral Plan and the year of "we Become"
		• provide in-services for elementary, "Growing in Faith, Growing in Christ" and continue to provide support and resources for secondary
		• Central staff will review existing connections between parishes and schools and review with the Archdiocese ways to strengthen, including the sharing of resources
		• add items to Administrator Voice Survey regarding participation in retreats
		
		Strategies for Living our Catholic Values during a Pandemic
		• revisioning faith formation/animation through electronic communications, videoconferencing, live-streams, webcasts, social media:
		  - Nurturing our Families of Faith Newsletters
		  - Monthly Newsletter and Virtues
		  - Bi-Monthly Digital Resources for Administrators and Teachers
		  - Email communications to Everyone on Exchange and through School Messenger
		  - Twitter account and YouTube Channel specifically for NCC
		• focus system initiatives for students and staff that promote Catholic values using the themes of:
		  - "Rooted in Christ: we Become"
		  - "Nurturing Hope" in Catholic Education
		
		(SEF 6.1-6.4)
		
		Communication and Alignment
		• Central staff will explicitly communicate BLIP connection to all professional learning initiatives and directives
		• Administrators will make more explicit connections between monthly virtues and school related activities
		• Central staff will support principals and schools based on their urgent critical learning needs as related to NCC, Pastoral Plan and curriculum
		
		Monitoring
		• Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council
		• School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP
		• Continued collection of attendance and participation data

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

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS

SMART GOALS

1. Student Achievement

By June 2021, student achievement in literacy and numeracy will improve in:

EQAO
- Students achieving Levels 3 / 4
  - Primary Reading 75% to 81%, Writing 75% to 81%, Math 58% to 64%
  - Junior Reading 79% to 85%, Writing 81% to 87%, Math 47% to 53%
  - Grade 9 Applied Math 49% to 55%
- Students successful:
  - OSSLT Applied English: 37% to 43%
- Students with Special Needs achieving Level 3 / 4
  - Primary Reading 44% to 50%, Writing 51% to 57%, Math 27% to 33%
  - Junior Reading 48% to 54%, Writing: 51% to 57%, Math: 13% to 19%
  - Grade 9 Academic 65% to 70%, Applied Math 36% to 42%
- Students with Special Needs successful
  - OSSLT: 46% to 52%

2. Assessment for, as and of learning practices

By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:

Secondary Student Voice Survey
- Timely feedback on how to improve their work, 62% to 75%

Teacher Voice Survey
- Assessment for, as and of learning (based on a range of questions)
  - Elementary 74% - 85% to 80% - 90%
  - Secondary 67% - 76% to 75% - 85%

Administrator Voice Survey
- Assessment for, as and of learning (based on a range of questions)
  - Elementary 53% - 72% to 60% - 80%
  - Secondary 57% - 76% to 60% - 85%

2019-2020 EVIDENCE

1. Student Achievement

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. Various classroom assessments take place on an ongoing basis to inform instruction and planning.

Percentage of students obtaining A or B (term 2 Report Card)

Grade 3:
- Reading: 78%; Writing: 72%
- Mathematics across all strands: 81% to 85%

Grade 6:
- Reading: 80%; Writing: 78%
- Mathematics across all strands: 78% to 83%

Percentage of students obtaining 70% or more
- Grade 9 Mathematics Academic: 70%; Applied: 52%
- Grade 10 English Academic: 79%; Applied: 51%

2. Assessment for, as and of learning practices

DISTANCE LEARNING SURVEY

Teacher Voice: The ways in which teachers assessed student achievement during distance learning:
- Assessment of learning: 89% via assignments; 50% via quizzes; 49% via culminating activities
- Assessment for learning: 85% via daily work; 48% via observations; 47% via conversations
- Assessment as learning: 63% via self–assessments; 11% via peer assessments

Status

1. Student Achievement: Literacy [yellow] Numeracy [red]

2. Assessment for, as and of learning practices [yellow]

Explanation if goals not met
- SMART goal specific data were not available in 2019-2020

2020-2021 NEXT STEPS

School Staff, supported by Central Resource
- will use non-EQAO data to assess student learning in the areas of Literacy and Numeracy (no Primary and Junior EQAO assessments will take place in the 2020-2021 school year)
- will use online tools to support student learning (OSSLT and Grade 9 Math assessments to be administered online)
- will begin implementing the new Math Curriculum Grades 1 -8 with a focus on culturally responsive pedagogy
- will work in cross panel teams to develop strategies to support students as they transition from elementary to secondary; focus on math, assessment, and mental health

(SEF 1.1 -1.7; 4.1-4.7)

Communication and alignment
- Central staff will communicate BLIP connection to professional learning initiatives
- K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP

Monitoring
- Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council; additional "check-ins" to monitor school progress related to SMART goals
- School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS

1. Pathways Programming
By June 2021, there will be an increase in the level of participation in Pathways Programming:
SHSM (Grade 11 and 12 students): 14% to 25%
Dual Credit usage of allocations (filling allocations): 56% to 70%
Central co-op placements: 160 to 210 students
OYAP: 465 to 495 students
Experiential Learning: 35 to 70 school projects
 	
2. Student engagement and well-being
By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learners:
All About Me: Primary Division: 3% to 15%; Junior Division: 9% to 20%
myBlueprint: Elementary 57% to 70%; Secondary 52% to 70%
 	
By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:
Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations
• Teacher Voice surveys: Elementary 69% to 75%; Secondary 72% to 80%
• Administrator Voice surveys: Elementary 60% to 70%; Secondary 81% to 90%
 	
By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):
Student Voice surveys: 2018-2019 baseline *NEW*
Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline *NEW*
 	
By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiative from 34 to 80 elementary schools.
	1. Pathways Programming
	Participation:
	• SHSM (Grade 11 and 12 students): 17%, consistent with the Ministry's provincial student footprint.
	• Dual Credit usage of allocations (filling allocations): 77%
	• Central Co-op placements: 144 students
	• OYAP: 451 students across 16 programs with eight community partners.
	• Experiential Learning: 41 school-based projects; and 79 schools involved in experiential learning centrally supported projects.
	
	2. Student engagement and well-being
	Usage of online tools that promote students' understanding of themselves as learners (myBlueprint)
	• All About Me: Primary Division - 3%; All About Me: Junior Division - 14.5%
	• Education Planner:
	  - Intermediate - 52%; Secondary - 88%
	Mental Health and Wellbeing Initiative
	• "Stop the Stigma" initiative expanded to 73 elementary schools
	
	DISTANCE LEARNING SURVEYS
	Student Voice: **Grade 8 -** In preparing for high school**,** helpful/very helpful:
	• activities to discover strengths, interests, skills for success - 65%
	• having a plan for achieving goals - 63%
	Grade 12 - High school experiences or programs helpful in exploring opportunities and interests for future:
	• Co-curricular Activities - 48%; Community involvement/Volunteer activities - 40%; Experiential learning - 27%; Co-op courses - 26%
	Student Well-being
	Student Voice: Felt stressed or very stressed since March Break:
	  - Elementary 25%; Secondary 43%
	Parent Voice: The most difficult part of distance learning for their child:
	• student mental health and well-being: 29%
	Student Engagement
	• a difficult part of distance learning
	Student Voice: Elementary 33%; Secondary 57%
	Teacher Voice: 64%; *Administrator Voice:* 56%; *Parent Voice:* 46%
	
	Status
	1. Pathways Programming `[ ]` **2. Engagement and Well-being** `[ ]`
	
	Explanation if goals not met
	• SMART goal specific data (from TCDSB surveys) were not available in 2019-2020
	• myBlueprint usage decrease related to COVID-19 school closures
		Pathways Programming
		Central staff will continue to:
		• offer centrally organized virtual opportunities to meet SHSM requirements and collaborate with community partners; support SHSM teams and students in home schools and Virtual School to complete SHSM diploma requirements
		• promote Dual Credit program, and how it can support Student Success (i.e. SHSM, OYAP and SWAC)
		• support student access (in home schools and Virtual School), central co-op placements by connecting with community partners for virtual opportunities
		• offer students OYAP opportunities through co-op at all levels (i.e. participant, registered, and/or certified level one apprentice); explore opportunities for new accelerated OYAP partnerships and programming
		• focus on an integration of experiential learning opportunities across various curriculum areas
		• work with Guidance, Principals and myBlueprint staff to continue to promote All About Me in Primary/ Junior Grades to ensure that all Gr. 8 and 12 students have access and opportunity to complete the Exit Survey; to focus on student transition from elementary to secondary
		
		Student Well-Being
		Central staff will: support the expansion of Stop the Stigma to additional elementary schools and Virtual School; work with Mental Health team to offer PD of new Well-Being strategy to school based Well-Being teams
		Equity and Inclusive Education
		In collaboration with Educational Research, implement plans to launch the collection of identity statistics.
		
		(SEF 5.1, - 5.4)
		
		Communication and alignment
		• Central staff will communicate BLIP connection to professional learning initiatives
		• K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP
		
		Monitoring
		• Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council
		• School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

AREA OF FOCUS

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

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS
1. Inquiry-based professional learning, staff collaboration and engagement **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:** Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80% Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80% 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 **2. Staff well-being** **By June 2021, there will be an increase in positive responses regarding staff well-being:** Teacher Voice (based on a range of questions): 55% - 57% to 65% - 70% Administrator Voice (based on a range of questions): 33% - 40% to 50% - 65% Classroom Support Staff Voice: 2018-2019 baseline	**1. Inquiry-based professional learning, staff collaboration and engagement** **Common Feedback Forms** Central resource teachers collected feedback on professional learning sessions. In 2019-2020 it was expanded to include professional learning for special services staff. • Single/First session (Before COVID-19: 58 sessions; 1600 forms. Online Distance Learning: 25 sessions; 355 forms): Over 90% agreed they would integrate what they learned into their planning and instruction and would recommend the session to a colleague • Multi-session (Very few took place in 2019-2020 due to labour sanctions and the COVID-19 school closure: 1 session in total; 90 forms completed): 83% agreed that their teaching/instruction changed and 79% agreed they observed a change in student learning achievement, as a result of the professional learning. In September 2020, central resource staff reviewed summaries of common feedback forms collaboratively to identify what was learned and planned for 2020-2021. **DISTANCE LEARNING SURVEYS** **Professional Learning** *Teacher Voice:* Accessed TCDSB Professional Learning Resources - 71%; Accessed TCDSB live sessions - 49%; found beneficial - 75% *Administrator Voice:* Shared TCDSB Professional Learning Resources: with parents - 52%; with staff - 95%; accessed TCDSB live sessions - 60%; found beneficial - 91% **2. Staff well-being** • The Staff Well-Being committee (14 employee groups) met and completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to identify key areas of focus for the Staff Well-Being strategy. • In February, support staff participated in a Staff Well-Being workshop (45 participants); feedback was positive (96% will integrate self-care strategies in their practice; 100% would recommend a workshop to a colleague). **During Distance Learning:** • System wide communications regarding mental health resources was prepared and shared. • Staff Well-Being live webinars were broadcast 3-4 times to 300 participants with positive feedback. • The mental health employee portal was revamped. **3285 staff participated in the TCDSB Workforce census online.** Preliminary results indicate 60% of all staff reporting work-related stress. **DISTANCE LEARNING SURVEYS** Stress level had increased since March Break: *Teacher Voice:* 72%; *Administrator Voice:* 74% --- **Status** **1. Inquiry-based professional learning, staff collaboration and engagement** `[yellow]` **2. Staff well-being** `[yellow]` **Explanation if goals not met** • Some SMART goal specific data (from TCDSB surveys) were not available in 2019-2020	**School Staff, supported by Central Resource:** • will focus on inquiry-based professional learning at the local level (new math curriculum, culturally responsive teaching) • will collaborate in cross panel teams to address transition needs (new math curriculum, culturally responsive teaching) A Revised Dialogue Guide will be used by SOs, Principals, and Teachers to support staff engagement, professional learning and monitoring during the 2020-2021 school year. The guide will address areas of focus that emerged from the results of the *Teaching and Learning During the COVID-19 Pandemic* surveys *(Student Voice, Teacher Voice, Administrator Voice and Parent Voice)*. These areas include student engagement, equity, and the use and access of technology **(SEF 2.1- 2.5)** **Staff Well-Being** Reconvene the Staff Well-Being Committee to review the draft Staff Well-Being Strategy based on earlier discussions in 2019, meeting with senior staff to secure a budget for this portfolio, launch Staff Well-Being survey, Guarding Minds, possibly with the help of a consultant from Canadian Mental Health Association. **Equity and Inclusive Education** In collaboration with Educational Research, an analysis of the Workforce census will take place. **(SEF 3.1-3.4)** **Communication and alignment** • Central Staff will communicate BLIP connection to professional learning initiatives • K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP **Monitoring** • Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council • School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

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.
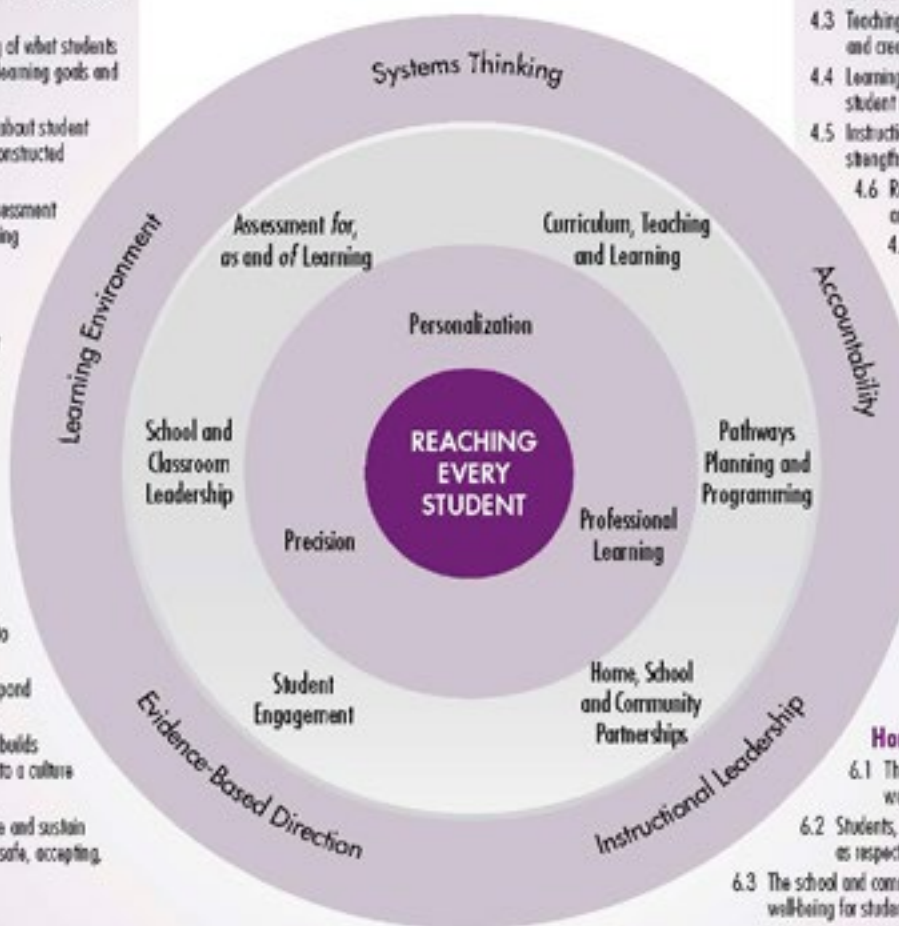
School and Classroom Leadership

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

Systems Thinking

Learning Environment · Accountability · Instructional Leadership · Evidence-Based Direction

Assessment for, as and of Learning · Curriculum, Teaching and Learning · Personalization · School and Classroom Leadership · Precision · Student Engagement · Pathways Planning and Programming · Professional Learning · Home, School and Community Partnerships

REACHING EVERY STUDENT

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.
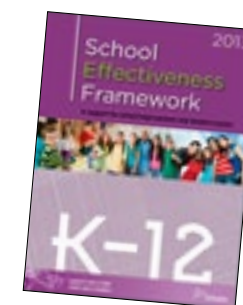
Home, School and Community Partnerships

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.

2013

TCDSB Board Learning Improvement Plan: RESOURCES

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

- TCDSB Equity Action Plan (2018-2021)

- Focusing on the Fundamentals of Math: A Teachers Guide (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)

- Foundations for a Healthy School (2014)

- School Effectiveness Framework (2013)

- Creating Pathways to Success (2013)

- Ontario Catholic School Graduate Expectations

- Growing Success (2010); Addendum (2016)

- 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, Kindergarten to Grade 6 (2005)

- Learning for All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

- Health and Physical Education in Grades 1-8 (2019)

- Policy/Program Memorandum (PPM) No. 159: Collaborative Professionalism

- Policy/Program Memorandum (PPM) No. 164: Requirements for Remote Learning

- The Ontario Curriculum Grades 1-8: Mathematics, 2020