



2018 - 2021

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

MULTI-YEAR STRATEGIC PLAN 2016-2021

2017 - 2018 Report Back

Presented to Board on November 15, 2018



REVISED NOVEMBER 8, 2018



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.

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



PROVIDING STEWARDSHIP OF RESOURCES

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



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



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



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



B3.2**GOAL**

Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

AREAS OF FOCUS/NEXT STEPS:

- Focus and expand on Universal Design for Learning (UDL) to create inclusive learning environments.
- Increase access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Expand on strategies that promote access to multiple learning pathways.
- Continue to support barrier-free and inclusive structural design.

TARGET

75% of teachers and administrators will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

For most instructional activities and assessments, students are given choice with regards to:

- a) Content - what they learn and where their learning begins
- b) Process - how to learn, what helps them learn
- c) Product - how to show their learning
- d) Format or learning environment - conditions for learning

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

In my classes, I am given a choice in:

- a) Content - what I learn and where my learning begins
- b) Process - how to learn, what helps me learn
- c) Product - how to show my learning
- d) Format or learning environment - conditions for learning

EVIDENCE

Survey results indicate that teachers are incorporating differentiated instruction to address student learning needs.

Teachers and Administrators agreed:

- Elementary - Teachers 65%; Administrators 48%
- Secondary - Teachers 55%; Administrators 60%
- Elementary - Teachers 83%; Administrators 61%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 86%; Administrators 68%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 74%; Administrators 58%
- Secondary - Teachers 67%; Administrators 62%

Secondary students agreed:

- 56%
- 69%
- 71%
- 68%

Monitor**STATUS**

PRIORITY ACTION #4

To create welcoming, healthy and equitable learning environments for all students:

B4.1

GOAL

Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.

AREAS OF FOCUS/NEXT STEPS:

- For ELLs and students with special needs, 10% reduction in achievement gaps on EQAO assessments. For ELLs, gaps range from 12% (Gr. 3 Math) to 20% (OSSLT); for students with special needs, gaps range from 13% (Gr. 9 Applied Math) to 34% (Gr. 6 Math).
- Assistive Technology staff will track school requests for support.
- Teachers to begin the use of Steps to English Proficiency (STEP) to inform ongoing instruction and assessment of ELLs in all classrooms.
- Expansion of orientation centre (Gr. 9 - 12) to include newcomer centre (K - Gr. 12).

TARGET

Based on achievement levels and demographic needs, there will be equitable distribution of program supports and resources in schools.

Reduce achievement gaps for English Language Learners (ELLs).

Reduce achievement gaps for students with Special Needs.

The Assistive Technology team will support school implementation of Special Equipment Amount (SEA) Technologies for all students with SEA claims.

EVIDENCE

To close the opportunity gap, schools receive:

- program supports (e.g., 5th Block, Empower, After School Programs, After School Numeracy and Literacy Tutoring) and funding based on achievement and demographics
- for elementary *Renewed Math Strategy (RMS)*:
 - Intensive Support* - all schools have at least one program support listed above
 - Increased Support Schools* - 80% of the 31 schools have at least one program support
- for Secondary schools, *Achieving Excellence in Applied Courses (AEAC)* has expanded to include 4 *Intensive Support* and 21 *Increased Support*. Staff in these schools are provided with additional PD and resources to support their students in Applied Level Courses
- computer allocations including donations which take into account a variety of factors: enrolment, demographic information and related course registration
- implemented the Equity - Poverty Action Networks (E-PAN) initiative to mitigate the effects of poverty (46 schools)
- budget enhancement to schools in the lowest socio-economic category with 20% to be used for the purchase of learning materials that support culturally responsive and relevant pedagogy

All schools have WiFi access.

Overall for ELLs, there are no gaps in achievement in EQAO Grade 9 academic and applied assessments; gaps remain in all other EQAO assessments.

For students with Special Needs, gaps remain in literacy and numeracy.

The Assistive Technology team has responded to all requests for support.

Action Required

STATUS