



REPORT TO

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

**BOARD IMPROVEMENT AND EQUITY PLAN 2021-
2022**

*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 |
|-----------------|------------------|-----------------------------|
| January 3, 2022 | January 13, 2022 | Click here to enter a date. |

Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well Being
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT

INFORMATION REPORT

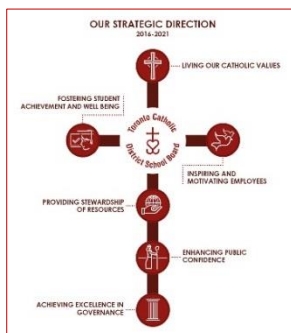
Vision:

*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

A. Della Mora
Associate Director of Academic
Affairs and Chief Operating
Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board (TCDSB) Learning Improvement and Equity Plan outlines a continued commitment to ensure student success through: improved student learning; equity of student outcomes especially for underserved students; and, the creation of school environments that are safe and conducive to student well-being. The TCDSB plan will continue to promote Catholic faith formation and pastoral care to support our students. This report provides a framework to facilitate the analysis of the system's academic plans and establish a roadmap designed to enhance student achievement and well-being outcomes over the next three years, 2021 to 2024.

The cumulative staff time required to prepare this report was 45 hours

B. PURPOSE

1. The TCDSB is committed to provide students with learning opportunities that honour who they are as children of God and help them to reach their ultimate God-given potential in an environment that supports not only their academic learning, but their overall well-being.
2. This report serves to communicate the new requirements of the Ministry of Education as they relate to student achievement and well-being.
3. In the Fall of 2021, the Ministry identified a new process for reporting on student achievement and well-being. A new reporting guide was provided for the purpose of identifying multiple student data points to examine demographic data with the intention of identifying gaps in learning for underserved and/or marginalized students.
4. District school boards were asked to focus on broader data collection related to Ministry of Education identified priorities to better support students.
5. This report outlines the processes being used by the TCDSB to collect information with the intent to identify gaps and areas for growth.

C. BACKGROUND

1. The Ministry of Education has a practice of requiring that every school board create a Board Learning and Improvement Plan (BLIP). This plan was developed in alignment with the Multi-Year Strategic Plan (MYSP), was

informed by the Pastoral Plan and the Equity Action Plan, and was based on large scale data collected through provincial and board assessments, and through board surveys.

2. On September 20, 2021, the ministry presented a draft overview of a new school board planning tool to assist with the creation of the local Board Improvement and Equity Plan (BIEP). (Appendix A)
3. The new planning tool requires that district school boards engage in the collection of demographic data by September 2022 to better understand the makeup of the student population within the board to identify areas for improvement. This work acknowledges that student demographic data can play a powerful role in advancing equity through the identification of gaps in achievement.
4. As in previous years, our Catholic faith priorities are a key element of promoting student growth, typically supported through the work in the classroom and at the school and board levels. This is evident in the catechetical program, the seasonal prayers, liturgies and the TCDSB virtues of the month.
5. As part of TCDSB's ongoing commitment to faith formation, the BIEP is supported by the three-year Pastoral Plan which provides ongoing nurturing of our Catholic Community. The new pastoral plan **“Walking with Christ with Eyes of faith and hope, with Hearts of kindness and love and with Minds of justice and peace”** will support the implementation and refinement of the Board Improvement and Equity Plan over the next three years.
6. In addition to Catholic faith formation, the Board Improvement and Equity Plan (BIEP) tool in Appendix A sets out four provincial education priority areas and one emergent priority:

| Priority | Description |
|-----------------------------------|--|
| A. Achievement | All students, including those communities of students who – historically and currently – are underserved, will be given the tools to succeed academically in life. |
| B. Human Rights and Equity | All students will have an equal opportunity to succeed, thrive and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who |

| | |
|--|---|
| | are underserved by the education system, revealed by the collection and analysis of demographic data. |
| C. Mental Health, Well-Being and Engagement | All students will be supported to improve mental health, well-being and engagement, which requires our board to foster a sense of belonging and a positive school environment and provide students with the appropriate timely and quality school-based mental health supports using a tiered approach to intervention. |
| D. Transitions And Pathways | All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace. |
| E. Emergent Priority | This theme was created by the Ministry to respond to emerging priorities in the context of COVID-19, which includes mental health and well-being, early reading and math and re-engaging students. |

7. The ministry designed this standardized BIEP tool to assist district school boards identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.
8. The tool is designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.
9. The following student achievement metrics will continue to be used to inform the new BIEP:
 - a. EQAO reading and writing Grade 3 and 6
 - b. EQAO mathematics Grade 3 and 6
 - c. EQAO Grade 9 Mathematics
 - d. Ontario Secondary School Literacy Test (OSSLT)
 - e. Graduation rate percentages
 - f. Credit accumulation data
10. To inform the BIEP, we will continue to use the following TCDSB data collection surveys:

| Stakeholder | Panel | Survey | Scope |
|---------------------|--------------------------|---|------------------------------------|
| Student Voice | Elementary | Safe and Caring Catholic School Climate | All Grade 6 and 8 Students |
| | Secondary | Student Transition | Sample of Grade 9 Students |
| | Secondary | My School My Voice | Sample of Grade 10 and 12 students |
| | Secondary | Safe Schools | Sample of Grade 9 to 12 students |
| | Secondary | Student Census | Grade 9 students |
| Teacher Voice | Elementary | Teacher Voice | All teachers |
| | Secondary | Teacher Voice | All Teachers |
| Administrator Voice | Elementary | Administrator Voice | All Principals and Vice Principals |
| | Secondary | Administrator Voice | All Principals and Vice Principals |
| Parent Voice | Elementary and Secondary | Parent/Guardian Voice | All Parents |

11. With respect to monitoring our Catholic faith initiatives, we look at school submissions for culminating celebrations, attendance at Religious Education professional learning opportunities, attendance at events and initiatives that promote Catholic values and nurture school-parish connections.
12. The new BIEP expands the areas for data collection extensively from the previous board plan. Many indicators require data collection for all students ranging from Grades 4-12. As a result, we will be adding to our current surveys, elements which will enhance our ability to collect the required demographic data. The BIEP is designed to increase accountability and standardize commitments for advancing human rights and equity across the education system.
13. Over the next several months, we will identify gaps in data collection, opportunities to enhance student learning, and areas of programming that may require additional modifications or considerations to serve all students. This information will be used to develop both short- and long-term goals.

14. While the MYSP is the overarching plan for the TCDSB, the BIEP tool will assist in operationalizing the strategic direction provided by our governors and will also inform the School Improvement and Equity Plan (SIEP) at the local school level. Catholic School Parent Councils will have the opportunity to review and give input on the local school SIEP in early 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

1. As part of the development of the TCDSB BIEP, a current state analysis of data collection began upon the receipt of the ministry requirements for the plan, in order that we may understand the data we already have access to and that which we must collect.
2. Over the last few years, the ability to collect board level data has been affected by labour action. Elementary students within the TCDSB continue to receive limited feedback on report cards due to labour disruptions.
3. The Covid-19 pandemic situation has interrupted the ability to administer provincial and board level assessments and thus affected access to current data.
4. In the Fall of 2021, with the broad vaccination program in place, most students returned to ‘brick and mortar’ schools for in-person learning. The Education Quality and Accountability Office (EQAO) opened the process for online assessment of the Ontario Secondary School Literacy Test (OSSLT). Boards anticipate that the administration of other EQAO assessments will proceed, even as the province announces a delay in returning to school in early 2022.
5. As already noted, TCDSB uses several surveys to collect information on student, parent, and staff voice. To fulfil the requirements of the BIEP, the administration of student surveys will need to be expanded to all students in grades 4-12 and additional survey questions will need to be added to better identify gaps in student learning, equity, well-being, and pathways.
6. TCDSB student demographic data has been collected on a voluntary basis during the registration process. As a result, we are developing plans to change the data collection process to align with the BIEP requirements.

7. Appendix B provides a summary of the required data collection for the BIEP, identifies areas that need to be developed or refined, and outlines a draft timeline for the collection of the related data.

E. METRICS AND ACCOUNTABILITY

1. The BIEP requires collection of data from various stakeholders as follows:
 - 20 data points specific to students in Gr. 4-12
 - 5 data points specific to educators,
 - 1 data point specific to administrators
 - 1 data point specific to governors
 - 2 data points that address all stakeholders.
2. During the 2022 school year we will develop processes for broad data collection, amalgamation and/or refinement of current surveys as required by the Ministry of Education.
3. Surveys shared with students, staff and parents will reflect the Catholic values of the TCDSB Community. The data collected from these surveys will serve to better support student well-being in these changing times and support academic achievement.
4. The BIEP will be submitted annually to the Ministry of Education commencing in May 2022 and will outline the board plan for the coming school year. The 2022 plan will address data collection requirements in order that we may set goals to better serve the needs of the TCDSB and its' local school communities.
5. The TCDSB will share a parent-friendly version of the plan with school communities.
6. In the fall of 2022, a BIEP report summarizing the collected baseline data and goals will be brought to a Student Achievement and Well-Being, Catholic Education and Human Resources committee meeting.
7. In the fall of 2023 and 2024, a BIEP report summarizing the status of each goal will be presented to Trustees at the appropriate Student Achievement and Well Being Committee meeting, using the following scale:

On Target – On track

Monitor – On track but requires additional support

Action Required – Not on track

F. CONCLUDING STATEMENT

This report is for the information of the Board.