



REPORT TO

STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND
HUMAN RESOURCES COMMITTEE2023-2024 K-12 Professional Learning Plan to Support Student Achievement
and Well-Being

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.

Proverbs 21:5

Drafted

Meeting Date

November 27, 2023

December 7, 2023

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INFORMATION REPORT

Vision: *IN GOD'S IMAGE: Growing in
Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic
excellence of our Catholic learning community through the
love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



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A. EXECUTIVE SUMMARY

This 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 TCDSB schools in order to support student achievement and well-being. This plan assists schools in the implementation of their School Improvement and Equity Plans (SIEP). The professional learning plan also supports the implementation of the new Board Student Achievement Plan (BSAP) and the Multi-Year Strategic Plan (MYSP). The plan is created in alignment with the TCDSB Pastoral Plan, TCDSB Equity Action Plan, TCDSB Special Services Action Plan, TCDSB Mathematics Achievement Action Plan and the TCDSB Mental Health Action Plan. The Professional Learning plans are found in Appendices A to U.

The cumulative staff time required to prepare this report was 125 hours.

B. PURPOSE

This annual report outlines the central professional learning initiatives for teacher professional learning that support the Board Student Achievement Plan (BSAP 2023-2024), as metrics continue to be collected.

C. BACKGROUND

1. Fall 2023 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction, as prescribed by the BSAP expectations provided by the Ministry of Education.
2. Consultation occurs annually with federation partners at Joint Professional Development Committee meetings.
3. Funding to support this professional learning is provided by the Ministry of Education, mainly through Grants for Student Needs (Student Success) and specific Priority and Partnerships Funding (PPF).
4. Professional Learning Plans for Numeracy and Literacy are informed by EQAO assessment data. The 2021-2022 results constitute a new baseline for EQAO assessments due to changes in the administration of the assessment. Results from 2022-2023 assessments were released in October 2023 and central and school-based staff have begun the tracking for trends as outlined in the EQAO Annual

Report presented at the November 2, 2023 Student Achievement and Well-Being Committee of the Board meeting.

5. As outlined in the above-noted EQAO report: TCDSB Reading and Writing results continue to be strong, with students scoring above the provincial average. This foundation continues to influence outstanding results on the Ontario Secondary School Literacy Test (OSSLT) as the percentage of successful students increased over the previous year congruent with the provincial results.

Literacy strategies will intentionally focus on early reading strategies and the application of assessments to determine student needs, to target instruction.

6. Numeracy strategies intentionally target the three areas of priority as identified in the Mathematics Achievement Action Plan: <http://www.tcdsb.org/tcdsb-math-achievement-action-plan-digital>
7. Numeracy and literacy strategies are intentionally embedded throughout the professional learning plans of all subject areas, where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In June 2023, the Ministry of Education introduced a Student Achievement Plan for each District School Board that will be informed by specific data and include consultation with parent/guardian stakeholders. This plan will be put in place by June 2024 for the 2024-2025 school year. The priorities in this plan are aligned with the TCDSB's current Board Improvement and Equity Plan (BIEP). Each initiative this year (see appendices) is aligned to a BIEP priority. See Table 1 on the next page.

Table 1	
Priority	Focus
Achievement	<ul style="list-style-type: none">• Improve math achievement• Improve literacy achievement
Human Rights and Equity	<ul style="list-style-type: none">• Support the implementation of de-streaming• Promote culturally responsive pedagogy and instructional equity
Mental Health, Well-Being and Engagement	<ul style="list-style-type: none">• Improve student mental health and well-being• Improve student, parent and community engagement

Pathways and Transitions	<ul style="list-style-type: none"> • Improve graduation rates • Improve student readiness for future success
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2. Central Staff, together with Research staff, review board data to determine the progress toward achievement of priorities identified through the goals and action plans outlined in the BSAP and the MYSP. The TCDSB professional learning plan is informed by a revised Data Plan, and incorporates key Ministry initiatives.
3. The EQAO assessments administered in 2021-2022 served as a standardized baseline. The 2022-2023 school year results were released in October 2023. The EQAO annual report was presented at the November 2023 Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting.
4. Equitable assignment of resources and support for literacy and numeracy professional learning will be differentiated according to the needs of the school, the school's exposure to socio-economic stressors and as identified using current achievement data, based on EQAO scores from 2021-2022 and 2022-2023.
5. Mathematics priority schools have been identified by the Ministry of Education, using 2021-2022 EQAO data. Numeracy professional learning is focused on the three priorities outlined in the Mathematics Achievement Action plan: ensuring fidelity to the new curriculum, supporting teacher content knowledge for teaching and knowing the learner.
6. Literacy professional learning is focused on evidence-based approaches that emphasize direct, explicit and systematic instruction of foundational knowledge and skills in the elementary Language curriculum and the de-streamed Grade 9 English courses. Literacy support is provided through a variety of methods to assist with the implementation of the new (2023) Gr 1 to Grade 8 Language curriculum and the new Gr 9 De-streamed English course. A detailed plan for literacy and early reading support is included in Appendix B.
7. The 2023-2024 K-12 Professional Learning Plans for teachers are multi-faceted and have the following components:
 - a. Mathematics (Appendix A)
 - b. Literacy and Early Reading Supports in the Classroom (Appendix B)
 - c. Literacy (Appendix C)
 - d. Early Reading K-3 (Appendix D)
 - e. Nurturing Our Catholic Community (Appendix E)
 - f. Indigenous, Equity & Comm Relations (Appendix F)
 - g. Supporting English Language Learners (Appendix G)

- h. French as a Second Language (Appendix H)
- i. Safe Schools (Appendix I)
- j. The Arts - Dance, Drama, Music, Visual Art (Appendix J)
- k. Specialist High Skills Major (Appendix K)
- l. 21st Century Learning (Appendix L)
- m. Science, Social Studies, Eco Schools (Appendix M)
- n. Student Success (Appendix N)
- o. Catholic Student Leadership (Appendix O)
- p. Health & Physical Education and Outdoor Education (Appendix P)
- q. Co-operative Education (Appendix Q)
- r. Dual Credit (Appendix R)
- s. Experiential Learning (Appendix S)
- t. Guidance, Transitions and Career Education (Appendix T)
- u. Ontario Youth Apprenticeship Program (Appendix U)

E. METRICS AND ACCOUNTABILITY

1. The BSAP establishes provincial education priorities, goals and performance indicators to support continuous quality improvement, especially in underserved communities.
2. With the use of a Common Professional Learning Feedback Form at all professional learning sessions, we will collect data on teacher learning. This collected information is shared with the research department and is used to:
 - inform the need for further professional learning;
 - inform the need to adjust workshop content / focus;
 - determine impact of the professional learning
3. To monitor impact, we track:
 - the number of educators who voluntarily attend professional learning offerings;
 - the quality of professional learning provided through feedback from those who participated in training;
 - the alignment of the professional learning provided with Ministry of Education curriculum standards and expectations;
 - the accuracy of school learning plans to address student needs based on student data that is collected (e.g., triangulation of data based on observations, conversations and student work);
 - and report on trends of board-wide data (e.g., report card data, EQAO performance trends, attendance, school-level socioeconomics and school climate data).

4. Professional learning outlined in this plan supports the goals articulated in local school SIEP plans. Schools have developed their SIEP to guide the achievement focus in their communities. Most schools will continue to implement numeracy, literacy, and de-streaming goals.
5. The board central team and school teams will continue to be engaged in collecting and analyzing data as per the direction of the Ministry BSAP.
6. Under the direction of the Principal and with the oversight of the School Superintendent, school teams will follow an annual process to develop and monitor the SIEP.
7. School Superintendents report back to Education Council on the monitoring of school plans.

F. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.