



REPORT TO

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

2024-2025 TCDSB K-12 PROFESSIONAL LEARNING PLANS TO SUPPORT STUDENT ACHIEVEMENT AND WELLBEING

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 25, 2024

December 5, 2024

Cristina Fernandes, Executive Superintendent of Student Achievement, Innovation & Well-Being
 Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; Academic ICT
 Kimberly Dixon, Superintendent of Mathematics Curriculum & Innovation

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



Brendan Browne
 Director of Education

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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 TCDSB Student Achievement Plan (SAP) 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 Y.

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 TCDSB Student Achievement Plan (SAP 2024-2025), as metrics continue to be collected.

C. BACKGROUND

1. Fall 2024 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction, as prescribed by the TCDSB SAP 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 Responsive Education Programs (REP) funding.
4. Professional Learning Plans for Numeracy and Literacy are informed by EQAO assessment data. Results from 2023-2024 assessments were released in October 2024. To inform their planning for system level and local professional learning, central and school-based staff use information from the TCDSB EQAO Annual Report presented at the October 24, 2024 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. There continues to be a focus on reading screening and assessments; reading strategies; and personalized interventions.
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. The TCDSB Student Achievement Plan was approved for implementation in June 2024 as per the Ministry of Education. Feedback from stakeholder consultation helped to inform the plan. The TCDSB SAP priorities are:
 - Achievement of Learning Outcomes in Core Academic Skills
 - Preparation of Students for Future Success
 - Student Engagement and Well Being
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 TCDSB SAP and the MYSP.
3. 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 using current achievement data.
4. **Mathematics:** Math priority schools have been identified by the Ministry of Education, using 2023-2024 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.
5. **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 Ontario Gr 1 to Grade 8 Language Curriculum (2023) and the Gr 9 De-streamed English course. Some specific

areas of focus in literacy include: early reading screening, tier 2 and tier 3 reading supports (K-8), and junior writing.

A detailed plan for literacy and early reading support is included in Appendix B.

6. In addition to Literacy and Numeracy, this report includes the work of various departments as they support the academic achievement of our students including Religious Education, Nurturing Our Catholic Community, Indigenous Education, Equity, Special Services, Student Success, Mental Health, and Safe Schools.
7. The 2024-2025 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)
 - v. De-Streaming (Appendix V)
 - w. NTIP (Appendix W)
 - x. Special Services (Appendix X)
 - y. Professional Learning Feedback 2023-2024 (Appendix Y)

E. METRICS AND ACCOUNTABILITY

1. The TCDSB SAP 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; 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 Improvement and Equity Plans (SIEP). 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. As schools work to implement their achievement goals, they intersect this work with equity and well-being initiatives pertinent to their community.
5. The Research department collected information from the Professional Learning Plan Feedback form to understand the impact of professional learning provided to staff. Appendix Y outlines some of the feedback in sample areas where feedback was collected. Overall, staff indicated that sessions were useful and informative.

6. The board central team and school teams will continue to be engaged in collecting and analyzing data as per the direction of the Ministry for Board's Student Achievement Plans.
7. 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.
8. School Superintendents report back to Education Council on the monitoring of school plans. The TCDSB reports to the Ministry of Education on the completion of the Student Achievement Plan and the goals for the following year.

F. CONCLUDING STATEMENT

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