



REPORT TO

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

TCDSB BOARD LEARNING AND IMPROVEMENT PLAN-ANNUAL REPORT

*"Let the wise hear and increase in learning, and the one who understands obtain guidance."
Proverbs 1:5*

Created, Draft	First Tabling	Review
October 24, 2016	November 3, 2016	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT
Nick D'Avella, Superintendent of Student Success
Marina Vanayan, Senior Coordinator, Educational Research

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.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

C. Jackson

Executive Superintendent of Business
Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning and Improvement Plan K-12 is a commitment to improve success for each student in our care. This annual report on the Board Learning and Improvement Plan reports on our progress to date.

The cumulative staff time dedicated to developing this report was 18 hours.

B. PURPOSE

This is an annual report on the Board Learning and Improvement Plan 2015-2016 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence
2. The Toronto Catholic District School Board Learning and Improvement Plan K-12 spans 4 years: 2014-2018. It is a commitment to improve the success of each student entrusted to our care. The plan has 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
 - i. *Nurturing Our Catholic Community*
 - ii. *Staff Engagement and Well-Being*
 - iii. *Assessment for, as and of Learning*
 - iv. *School and classroom Leadership*
 - v. *Student Engagement*
 - vi. *Curriculum, Teaching and Learning*
 - vii. *Pathways, Planning and Programming*
 - viii. *Home, Parish, School, and Community Partnerships*

3. When effective strategies are implemented in these 8 areas, optimal learning conditions for all our students are created.
4. At the Toronto Catholic District School Board, ***fostering student achievement and well-being*** is one of six strategic directions in the Multi-Year Strategic Plan. As stated in the MYSP, the priority is to *support our students in achieving academic excellence and meeting the Ontario Catholic school graduate expectations, to support our students' ability to apply critical and innovative thinking in all subjects, to create welcoming, healthy and equitable learning environments* and to achieve the following specific goals:
 - Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.
 - Students will exceed the provincial average in credit accumulation and graduation rate.
5. There are several foundational documents that have informed the Board Learning Improvement Plan K-12:
 - Catholic Social Teaching
 - Ontario Catholic School Graduate Expectations
 - TCDSB
 - Multi-Year Strategic Plan
 - Annual Report of the Director of Education
 - Three Year Pastoral Plan
 - Ontario Catholic Leadership Framework
 - Ontario Ministry of Education
 - School Effectiveness Framework
 - Achieving Excellence: A Renewed Vision for Education in Ontario
 - Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
 - Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
 - Open Minds, Healthy Minds
 - Ontario's Renewed Mathematics Strategy and Achieving Excellence in Applied Courses

6. Given that the Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is being implemented this year, strategies within the BLIP will be incorporated into the plan to further support students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools of the board differentiated on the basis of need as determined through achievement on the EQAO Assessment of Mathematics. The following are key strategies for RMS-specific professional development:

Secondary Schools Initiatives

- a. Implementation of the Achieving Excellence in Applied Classrooms (AEAC) learning cycle initiative for secondary schools;
- b. Fall Regional Professional Development Sessions with a focus on Numeracy across the curriculum in secondary schools;
- c. Professional Learning Sessions for grade 9 and 10 Math teachers;
- d. Two EQAO Mathematics sessions in preparation for grade nine EQAO Assessment of Mathematics;

Cross Panel Initiatives

- e. Numeracy-focused Student Success Learning Networks (SSLN) for grade 6-9 teachers;
- f. Professional development to refine Assessment FOR/AS/OF learning practices;

Elementary Schools

- g. Mathematics Teacher Facilitators supporting elementary schools in the Intensive Support category;
- h. Implementation of the PRIME Mathematics program;
- i. Identification of Lead mathematics teachers in each school to further facilitate professional learning in mathematics.

7. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, indicators of success (measures), aligned to inform the goals and the achievement of excellence. The complete Board Learning Improvement Plan may be accessed on the TCDSB website. (<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

1. Throughout the year using a variety of survey tools and quantifiable data sources, the board continues to monitor progress against BLIP goals.
2. The following data sources are quantifiable indicators by which progress is monitored: Graduation rate, credit accumulation and literacy scores indicate much growth and success; mathematics scores remain an area of need, particularly in Grade 6 and Grade 9 Applied.

QUANTIFIABLE INDICATORS

a. Graduation Rate

The Province published graduation rates for each Board for the first time, in the Spring of 2015 and subsequently in the Spring of 2016. The 5-year graduation rate for TCDSB was 86% for the 2009-2010 Grade 9 cohort, and 88% for the 2010-2011 Grade 9 cohort. Across Ontario, the rates were 84% and 86% respectively.

b. Credit Accumulation

The most current Ministry of Education Student Success Indicator Data Reports released in May 2016, reported credits accumulated as of June 2015. The TCDSB focus on improving student achievement is evident in consistent growth from 2010-2011 to 2014-2015 in both Grade 9 and Grade 10 Credit Accumulation.

- Grade 9 (8 or more credits) – in TCDSB, the percentage of students completing 8 or more credits by the end of Grade 9 increased from 80% to 86% over five years. In Ontario, there was an increase of 3% (from 83% to 86%).

- Grade 10 (16 or more credits) – in TCDSB, the percentage of students completing 16 or more credits by the end of Grade 10 increased from 71% to 81% over five years. In Ontario, there was an increase of 5% (from 74% to 79%).

c. EQAO Grade 3 and Grade 6

In 2014-2015, all literacy scores exceed or approach the provincial goal of 75%. Scores in mathematics remain low at 64% for Grade 3 and 52% for Grade 6. Due to exceptional circumstances, there are no EQAO scores for TCDSB in 2015-2016.

d. OSSLT and Grade 9 Mathematics

Scores in literacy and Grade 9 Academic mathematics remain consistently high (81% and 83% respectively). Scores in Grade 9 Applied mathematics remain at 45%.

SURVEY SOURCE DATA

3. The metrics in the chart are derived from a variety of annual student surveys and from the annual Board Learning Improvement Plan/School Effectiveness Survey (BLIP/SEF Survey) of school staff. Evidence is based on metrics expressed in two dimensions as follows:
4. Two-year Trend Analysis using the following descriptors:
 - a. Stable
 - b. Improving
 - c. Declining
5. Criterion based analysis: the criterion is met when 80% of respondents express a positive response to survey questions relative to BLIP/SEF components. The following assessment descriptors are used:
 - a. Meeting criterion – 80% or above
 - b. Approaching criterion – 70% or above
 - c. Not yet meeting criterion – below 70%

6. Student Surveys include:
 - a. My School My Voice Survey (April)
 - b. Safe and Caring Catholic School Climate Survey (elementary) (February)
 - c. Safe Schools Survey (secondary) (November)
 - d. Student Transition Survey (End of October)

7. School Staff Survey: (May-June)
 BLIP/SEF Survey is an annual survey of staff conducted in all TCDSB schools. The survey is based on the School Effectiveness Framework Indicators and additional areas of focus in the BLIP.

8. The following chart summarizes the goals, evidence of progress and next steps for each BLIP area of focus:

BLIP Area of Focus	Goal	Evidence	Next Steps
Nurturing our Catholic Community	All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.	<p>Board Student surveys indicate the board is <i>improving and meeting the criterion</i> at the elementary level. The Board is <i>stable and meeting the criterion</i> at the secondary level.</p> <p>The BLIP/SEF staff survey indicates that the board is <i>stable and meeting the criterion</i> at the elementary level and <i>improving and meeting the criterion</i> at the secondary level</p>	The board will continue the implementation of the 3-year Pastoral Plan, Year of the Parish 2016-2017 with the focus on supporting schools in strengthening and nurturing school/parish relationships and partnerships by engaging in ongoing dialogue between pastors, parents, administrators and teachers with regards to bridging the connection between parishes and schools

BLIP Area of Focus	Goal	Evidence	Next Steps
Staff Engagement and Well-being	All Schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and a vocation that acts to support well-being.	In both elementary and secondary panels the BLIP/SEF survey indicates the board <i>is improving but not yet meeting the criterion.</i>	The board will continue support for local school days of reflection and PD focused on Health and Safety. A new initiative is a system-level committee on staff wellness.
Assessment for, of, and as Learning	All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.	Student surveys indicate that the board is <i>improving and meeting the criterion</i> at elementary level. The Board <i>is stable and not yet meeting the criterion</i> at secondary level. The BLIP/SEF survey in both panels indicates the board is <i>improving and meeting the criterion.</i>	The board will continue to provide Assessment-specific professional learning opportunities through its K-12 PD Plan. There will be a focus on adherence to the principles of assessment articulated in <i>Growing Success</i> in order to ensure equity and fairness in assessment practices. The board will continue to support teacher efficacy in the development of co-constructed success criteria and descriptive feedback through the District Review Process.

BLIP Area of Focus	Goal	Evidence	Next Steps
School and Classroom Leadership	All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.	<p>The BLIP/SEF staff survey indicates the board <i>is improving and meeting the criterion</i> at the elementary level.</p> <p>The board is <i>improving and approaching the criterion</i> at the secondary level.</p>	<p>The board will continue to support principals as instructional leaders with professional learning as they respond to their school's locally determined professional learning needs.</p> <p>The robust process for School Learning Improvement planning process will be maintained.</p> <p>Cross-panel professional learning through its Student Success Learning Networks (SSLN) will be enhanced with a focus on Numeracy.</p>

BLIP Area of Focus	Goal	Evidence	Next Steps
Student Engagement	All schools will ensure the school learning improvement plan reflects student voice regarding, the needs, diversity and interests of the student population and informs all classroom planning.	<p>Student surveys indicate the board is <i>improving and approaching the criterion</i> at the elementary level and is <i>stable but not yet meeting the criterion</i> at the secondary level.</p> <p>The BLIP/SEF survey indicates the board is <i>improving and meeting the criterion</i> at the elementary level and is <i>improving and approaching the criterion</i> at the secondary level.</p>	<p>Through analysis of data from student surveys the board will monitor and apply strategies to ensure student voice informs curriculum and School Learning Improvement planning.</p> <p>The board will continue to support the work of CSLIT (Student Ambassadors) and ECSLIT (iLITE programs).</p>

BLIP Area of Focus	Goal	Evidence	Next Steps
Curriculum, Teaching and Learning	All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.	<p>Student surveys indicate the board is <i>improving and meeting the criterion</i> at elementary level. The Board <i>is stable and meeting the criterion</i> at secondary level.</p> <p>The BLIP/SEF staff survey indicates the board is <i>improving and meeting the criterion</i> at the elementary level and is <i>improving and approaching the criterion</i> at the secondary level.</p>	<p>The board will continue to provide professional learning opportunities to meet students' urgent critical learning needs, specifically promoting Numeracy across the curriculum</p> <p>The Renewed Mathematics Strategy will be implemented in order to improve student achievement in Mathematics.</p> <p>The Ministry's <i>Achieving Excellence in Applied Courses</i> Initiative will be implemented.</p>

BLIP Area of Focus	Goal	Evidence	Next Steps
Pathways Planning and Programming	All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.	<p>Student surveys indicate the board is <i>improving and approaching the criterion</i> at the elementary level and is <i>stable and approaching the criterion</i> at the secondary level.</p> <p>The BLIP/SEF staff survey indicates the board is <i>improving and approaching the criterion</i> in both panels.</p>	<p>The Board will continue to embed student voice into Regional PD sessions and promote experiential learning programs (Co-op, SHSM, and OYAP).</p> <p>The board will continue to promote 21C competencies.</p> <p>The board will expand the use of education and career planning tools <i>All About Me</i> (elementary) and <i>myBluePrint</i>(secondary)</p>
Home, Parish, School and Community	All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.	The BLIP/SEF staff survey indicates the board is <i>improving and approaching the criterion in both panels.</i>	The board will continue to foster parent and parish engagement opportunities through the implementation of the 3-year Pastoral Plan (Year of the Parish).

9. The board will continue to monitor its progress against BLIP goals and expand its efforts in those areas of focus where the criterion is not yet being met.

E. METRICS AND ACCOUNTABILITY

The TCDSB has a solid foundation from which to reflect on the past year and upon which to build for the next cycle of the Board Learning Improvement Plan and refine it on an annual basis.

For the 2016-2017 school year, the board will continue to monitor its progress against the goals of the Board Learning Improvement Plan.

- a) During the fall of 2016, staff brought reports to the Board's Student Achievement and Well Being Committee highlighting actions to address the achievement of excellence for all our students including aspects of the *Ontario Ministry of Education Renewed Mathematics Strategy*. Additionally, in November 2016, *The TCDSB K-12 Professional Development Plan* is being presented. The Board Learning Improvement Plan will be updated to reflect the actions and strategies included in these reports.
- b) The Director and Academic Senior Team prepare and present monitoring reports to the Student Achievement Division Ministry team in the fall and spring. During the 2015-2016 school year the Ministry team highlighted many positive aspects of the plan and identified areas that require further refinement. The feedback from the Ministry informed the next version of the Board Learning Improvement Plan which was also reviewed and vetted by Resource teachers. For example, further refinement was needed in addressing requirements that flow from *Ontario's Well-being Strategy for Education*.
- c) Refinements to the Board Learning Improvement Plan in the areas of targeted evidence-based strategies, professional learning opportunities, resources and indicators of success (measures) are communicated by Superintendents through the School Learning Improvement Plan process and inform school visits which take place twice per year.
- d) In the 2015-2016 academic year, the Board undertook to refine the Board Learning Improvement Plan. The Professional Learning Form and School Learning Improvement Plan process reflect the updated Board Learning Improvement Plan.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.