



FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING

PRIORITY ACTION:

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations:

GOALS	EVIDENCE	MEASUREMENT TOOLS
Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments;	<ul style="list-style-type: none"> • The Ontario School Graduate Expectations are reflected in all communications, lesson plans and resource documents. 	<ul style="list-style-type: none"> • EQAO • Student Success Indicator Reports • Student Surveys • Staff Surveys
Students will exceed the provincial average in credit accumulation and graduation rate;	<ul style="list-style-type: none"> • There is evidence of progress in all areas of literacy; numeracy remains an area of need in both panels (Grade 6 and Grade 9 Applied). 	<ul style="list-style-type: none"> • Superintendent School Visits (3 per year) • School Learning Plans
Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning;	<ul style="list-style-type: none"> • Credit accumulation and graduation rates either meet or exceed the provincial average. • Teachers in all schools have been working on incorporating learning goals, and related success criteria into all lessons which has been helpful to student achievement and well-being. 	<ul style="list-style-type: none"> • District Reviews • Observational Checklists (Student-led Learning Walk, Student work/artefacts)
Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	<ul style="list-style-type: none"> • Successfully completed the 5-year District Review cycle. • Secondary 2-year PD focus on Assessment for, as, and of Learning in order to support BLIP Assessment goals • Professional Learning Form – 	<ul style="list-style-type: none"> • Achieving Excellence in Applied Courses (AEAC) – School Learning Cycle Ministry Report • Ministry: Yearly “Taking Stock” Surveys

	<p>developed yearly by each school in order to meet the learning needs of students</p> <ul style="list-style-type: none"> • <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> ➤ <i>EQAO Grade 9 and OSSLT</i> ➤ <i>Board Learning and Improvement Plan</i> 	
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SENIOR STAFF RESPONSIBILITY: L. DiMarco, N. D’Avella, V. Burzotta, C., Fernandes, R. McGuckin

PRIORITY ACTION METRIC:

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations

<p>2014 MYSP Report Card</p>
<p>Stakeholder Survey: This metric indicated that the TCDSB was <i>approaching or meeting criteria</i> on the goals in this priority action.</p> <p>Areas for Growth: Mathematics especially the Junior and Applied levels Grade: B+</p>
<p>2016 Staff Assessment There is evidence of <i>approaching criteria</i> on most of the goals; in the area of Mathematics, the implementation level is <i>not yet meeting criteria</i>. We continue to raise levels of implementation to meet success criteria in all the goals. Our BLIP Goal is 75%. The trustee motion for achievement grade 9 Applied Mathematics is 80% of students at or above the provincial standard.</p>

PRIORITY ACTION:

To support our students’ ability to apply critical and innovative thinking in all subjects:

GOALS	EVIDENCE	MEASUREMENT TOOLS
<p>Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens;</p>	<ul style="list-style-type: none"> • There has been implementation of inquiry, learning skills and 21C competencies mapped to OCGSE in instructional practice K to 12 and the work of the Teaching & Learning Collaborative (TLC) • Teachers in all schools have been working on incorporating differentiated instruction. 	<ul style="list-style-type: none"> • Student Surveys • Staff Surveys • Superintendent School Visits with additional visits differentiated according to local school needs • School Learning Plans • Observational checklists • PD Exit Forms • District Review
<p>Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning;</p>	<ul style="list-style-type: none"> • The use of technology to support instruction and student learning remains an important area of focus and continues to gradually expand to lower grades. 	
<p>Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.</p>	<ul style="list-style-type: none"> • <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> ➤ <i>21st Century Learning Update K-12</i> ➤ <i>Professional Development Plan for Student Achievement</i> ➤ <i>Board Learning and Improvement Plan</i> 	

SENIOR STAFF RESPONSIBILITY: L. DiMarco, N. D’Avella, V. Burzotta, C., Fernandes, R. McGuckin

PRIORITY ACTION METRIC: To support our students' ability to apply critical and innovative thinking in all subjects.

2014 MYSP Report Card

Stakeholder Survey:

This metric indicated that the TCDSB was *approaching or meeting criteria* on the goals in this priority action.

Areas for growth:

Expansion of technology both in terms of awareness and access.

Grade: B+

2016 Staff Assessment

There is evidence of *approaching criteria* on most goals; in the area of technology, the overall implementation level is *not yet meeting criteria*. Supports will continue to be offered to raise levels of implementation to meet success criteria.

PRIORITY ACTION:

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

GOALS	EVIDENCE	MEASUREMENT TOOLS	
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;	<ul style="list-style-type: none"> • In the area of student well-being, TCDSB has adopted a 3-year mental health strategy. • Student surveys consistently indicate they feel safe or very safe in their school. • Student Nutrition programs flourishing in elementary and secondary schools • <u>Staff Reports: 2016</u> <ul style="list-style-type: none"> ➢ <i>Accountability Framework for Special Education</i> ➢ <i>Safe Schools Report</i> ➢ <i>Mental Health Annual Report</i> 	<ul style="list-style-type: none"> • Student Surveys • Staff Surveys • Student Behavioural Data • Superintendent School Visits (3 per year) • School Learning Plans • Observational Checklists 	
Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met;			
Strive to ensure that all students are eating nutritionally and are physically fit;			
Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.			

SENIOR STAFF RESPONSIBILITY: L. DiMarco, N. D’Avella, V. Burzotta, C., Fernandes, R. McGuckin

PRIORITY ACTION METRIC: *To create welcoming, healthy and equitable learning environments for all students.*

<p>2014 MYSP Report Card</p> <p>Stakeholder Survey: In 2014, this metric indicated that the TCDSB was <i>approaching or meeting criteria</i> on the goals in this priority action.</p> <p>Areas for Growth: Awareness and support in all areas of student wellness. Grade: B+</p> <p>2016 Staff Assessment There is evidence of <i>approaching or meeting criteria</i> on all goals. Consistent with the Ontario Well-Being Strategy, TCDSB continues in its efforts to raise levels of implementation to meet success criteria in all the goals within this priority action.</p>
