



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 23, 2017	November 2, 2017	Click here to enter a date.

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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.



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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 required to prepare this report was 18 hours.

B. PURPOSE

This is an annual report on the Board Learning and Improvement Plan 2017-2018 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. In 2017-2018, items were added to student surveys in the area of Student Engagement that address student mental health and well-being. This information will be incorporated in the annual report of 2018.
5. 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.
6. 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

7. The Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is being implemented with a focus on further supporting students to 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 and Spring Regional Professional Development Sessions with a focus on Numeracy across the curriculum in secondary schools;
- c. Professional Learning Sessions for grade 9 and 10 mathematics teachers;
- d. Two EQAO sessions in preparation for grade 9 EQAO Assessment of Mathematics including unpacking Item Information Reports;
- e. Additional staffing to support mathematics;
- f. Grade 9 mathematics iPad initiative;

Cross Panel Initiatives

- g. Numeracy-focused Student Success Learning Networks (SSLN) for teachers in Grades 7 to 9;
- h. Professional development to refine Assessment FOR/AS/OF learning practices based on the Ontario Ministry of Education's document *Growing Success*;
- i. Numeracy across the curriculum and aligning literacy and numeracy strategies;

Elementary Schools

- j. Mathematics Teacher Facilitators supporting elementary schools in the Intensive Support category;
 - k. Implementation of the PRIME Mathematics program;
 - l. Identification of Lead mathematics teachers in each school to further facilitate professional learning in mathematics;
 - m. Grade 6 Mathematics iPad initiative;
 - n. Numeracy across the curriculum and aligning of literacy and numeracy initiatives.
8. 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. In this report, components were evaluated using a method outlined in the Ontario Ministry of Education Multi-Year Strategic Planning Guide of 2017. Specifically, for each area the status was determined as being ‘on target’, ‘slightly below target’ or ‘below target’.
- 3. The following data sources are quantifiable achievement 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 ACHIEVEMENT INDICATORS

a. Graduation Rate

The Province published graduation rates for each Board for the first time in the Spring of 2015.

In the Spring of 2017, the 5-year graduation rate for TCDSB was 90% for the 2010-2011 Grade 9 cohort. In Ontario, 5-year graduation rate for the 2010-2011 Grade 9 cohort was 87%.

Status: On Target

b. Credit Accumulation

The TCDSB focus on improving student achievement is evident in the growth from 2011-2012 to 2015-2016 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 83% to 86% over five years. In Ontario, there was an increase of 1% (from 85% to 86%).

Status: On Target

- 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 72% to 79% over five years. In Ontario, there was an increase of 3% (from 76% to 79%).

Status: Slightly below target

c. EQAO Grade 3 and Grade 6

In 2016-2017, all reading and writing scores exceeded the provincial goal of 75% at the Provincial standard (Level 3 / 4).

Status: On Target

In 2016-2017, mathematics scores remained low at 63% for Grade 3 and 48% for Grade 6.

Status: Below Target

d. OSSLT and Grade 9 Mathematics

Scores in literacy and Grade 9 Academic mathematics remain consistently high (80% and 83% respectively).

Status: On Target

Scores in Grade 9 Applied mathematics remain low at 46%.

Status: Below Target

SURVEY SOURCE DATA

1. The metrics in the chart below are derived from a variety of annual Student Surveys and the annual Teacher Survey.
2. Student Surveys include:
Student Transition Survey (secondary) (End of October)
Safe Schools Survey (secondary) (November)
Safe and Caring Catholic School Climate Survey (elementary) (February)
My School My Voice Survey (secondary) (April)
3. Teacher Survey: (May-June)
Historically, perceptual data were collected from teachers through two system-wide surveys: *The Student Success Year-End Survey* (since 2008) and the *BLIP/SEF School Staff Survey* (since 2015). In 2016-2017 key items from these two surveys were amalgamated to form the *Student Success BLIP/SEF Teacher Survey*. Teachers in all elementary and secondary schools were invited to complete this annual survey. The survey is based on the School Effectiveness Framework Indicators and additional areas of focus in the BLIP.
4. Evidence is based on metrics from the Student Surveys and Teacher Survey expressed in two dimensions (trend and criterion), where appropriate.
5. Two-year trend analysis using the following descriptors:

- a. Stable
 - b. Improving
 - c. Declining
6. 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% to 79%
 - c. Not yet meeting criterion – below 70%
7. The following chart summarizes the goals, evidence of progress and next steps for each BLIP area of focus:

BLIP Area of Focus	Goal	Evidence	Action required
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>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>Teacher surveys indicate that the board is <i>approaching the criterion</i> at both the elementary level and the secondary level.</p>	<p>The board will continue the implementation of the 3-year Pastoral Plan.</p> <p>The board through the Catholic Social Justice Committee will continue its efforts to mitigate the effects of poverty. Schools will continue to incorporate Catholic Social Teachings, Ontario Catholic Schools Graduate Expectations and virtues of the month into the religious education</p> <p>Additional support:</p> <ul style="list-style-type: none"> • IGNITE – Gr 6 students are invited to a day of pastoral leadership • Indigenous Education Week suggested by CSLIT

BLIP Area of Focus	Goal	Evidence	Action required
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 Teacher surveys indicates the board is <i>not yet meeting the criterion.</i>	<p>The board will continue support for local school days of reflection and PD focused on Health and Safety.</p> <p>Additional support:</p> <ul style="list-style-type: none"> • Staff Wellness Advisory Committee is in the process of being established. • Board Equity Action Plan is in the process of being established. • Focus groups: Principals and Teachers

BLIP Area of Focus	Goal	Evidence	Action required
Assessment for, as, and of 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.	<p>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.</p> <p>Teacher surveys indicate that the board is <i>meeting the criterion</i> at the elementary level and <i>approaching the criterion</i> at the secondary level.</p>	<p>The board will continue to provide Assessment-specific professional learning opportunities through its K-12 PD Plan with a specific focus on <u>assessment for learning</u>.</p> <p>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.</p> <p>Additional Support:</p> <ul style="list-style-type: none"> • The Board Equity Action Plan is being established and will address the wider adoption of Culturally Responsive assessment. • Greater focus on assessment for learning in order to plan math intervention strategies

<p>School and Classroom Leadership</p>	<p>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>	<p>Teacher surveys indicate the board is <i>approaching the criterion</i> at both the elementary and secondary levels.</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>Additional support:</p> <ul style="list-style-type: none"> • Expand our focus on Numeracy Across the Curriculum and Assessment for Learning. We will increase monitoring of School Learning Improvement Plans by including more checkpoints for schools and dialogue among staff and superintendents to plan next steps for the system. • Greater alignment among Student Success Learning Networks (SSLN), with Elementary and Secondary educators focusing on student transition to high school. • Consultation with Catholic Student Leadership Impact Team (CSLIT) to include student voice.
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BLIP Area of Focus	Goal	Evidence	Action required
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>stable 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>Teacher surveys indicate the board is <i>approaching the criterion</i> at both the elementary and secondary levels.</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>Staff will continue to implement board approved Catholic School Leadership Impact Team (Secondary Student Ambassadors), recommendations as presented in the annual CSLIT Report.</p> <p>Staff will continue to work with CSLIT to deliver leadership opportunities to elementary students through ECSLIT.</p> <p>Additional support: Student focus group discussions will deal with meeting the diverse needs of our student population to ensure equity.</p>

BLIP Area of Focus	Goal	Evidence	Action required
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 is <i>stable and meeting the criterion</i> at secondary level.</p> <p>Teacher surveys indicate that the Board is <i>approaching the criterion</i> at the elementary and 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>Staff will continue to implement the Renewed Mathematics Strategy in order to improve student achievement in Mathematics.</p> <p>The Ministry's <i>Achieving Excellence in Applied Courses</i> Initiative continues to be implemented.</p> <p>Additional support: Greater focus on Assessment for Learning and working across curriculum areas to promote Numeracy. Consultation with CSLIT to reflect student voice.</p>

BLIP Area of Focus	Goal	Evidence	Action required
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>stable and approaching the criterion</i> at the elementary and secondary level.</p> <p>Teacher surveys indicate the board is <i>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 and the use of education and career planning tools <i>All About Me</i> (Elementary) and <i>myBluePrint</i> (Secondary) <i>Transition Guide for Parents</i></p> <p>Additional Support:</p> <ul style="list-style-type: none"> • Additional funds to support SHSM programs in schools across the board. • Guidance teachers to work with Math Resource Teachers to develop PD for grade 7 & 8 teachers to support transition to secondary school. • Parent information meetings for grade 8 transition to high school.

BLIP Area of Focus	Goal	Evidence	Action required
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.	Teacher surveys indicate that the board is <i>approaching</i> the criterion in the elementary panel and <i>not yet meeting the criterion</i> in the secondary panel.	<p>The board will continue to foster home, school and parish engagement opportunities through the implementation of the 3-year Pastoral Plan, (Year of the School).</p> <p>Additional support:</p> <ul style="list-style-type: none"> • This year being The Year of the School, there will be a focus on supporting schools in strengthening and nurturing home/school /parish relationships. Schools will highlight partnerships between students, teachers, administrators, trustees, parents, and parishes. • Parent survey on Home, Parish, School and Community initiative to support student learning and well-being.

8. 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

1. 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.
2. For the 2017-2018 school year, the board will continue to monitor its progress against the goals of the Board Learning Improvement Plan.
 - a) At this time, *The TCDSB K-12 Professional Development Plan* is being presented to the Board. The Board Learning Improvement Plan will be updated to reflect the actions and strategies included in this report.
 - b) Feedback from the Ministry informs revisions to the Board Learning Improvement Plan which is 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* and this is reflected in the current student surveys and will be reported in the Fall of 2018.
 - c) Ministry priorities are incorporated in our practice and these are reflected the current Board Learning and Improvement Plan and in revisions. Specifically, the priorities are the Ministry of Education's direction to review and modernize Ontario's curriculum, the promotion of well-being in Ontario's education system, ensuring equity, and enhancing public confidence.
 - d) 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. There is now a commitment to engage Student Success Learning Networks twice per year.
 - e) The School Learning Improvement Plan is reflected in the annual Professional Learning Form. In 2017-2018, the Professional Learning Form was revised and updated to reflect the priorities above and to support greater precision in addressing student learning needs.

- f) There has been intentional realignment of the Ministry of Education's Student Achievement Officers with Mathematics and Literacy Coaches and Resource Teachers to create greater focus. Student Achievement Officers are liaising with Superintendents, Principals and Teachers to discuss strategies and plan next steps based on analysis of the data to increase precision and effectiveness.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.