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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

# BOARD LEARNING IMPROVEMENT PLAN

## 2011-2014

### OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ, that educates students to grow in grace and knowledge to lead lives of faith, hope and charity through the support of parents, staff and trustees.*

### OUR VISION

*At Toronto Catholic, we transform the world through witness, faith, innovation and action.*

*"Come let us go up to the mountain of the Lord  
that he may teach us his ways  
and that we may walk in his paths."*

*(Isaiah 2:3)*

*A CATHOLIC SCHOOL GRADUATE  
IS EXPECTED TO BE:*



***A DISCERNING BELIEVER*** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.



***AN EFFECTIVE COMMUNICATOR*** who speaks, writes, and listens honestly and sensitively, responding critically in the light of gospel values.



***A REFLECTIVE, CREATIVE AND HOLISTIC THINKER*** who solves problems and makes responsible decisions with an informed moral conscience for the common good.



***A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER*** who develops and demonstrates their God-given potential.



***A COLLABORATIVE CONTRIBUTOR*** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



***A CARING FAMILY MEMBER*** who attends to family, school, parish, and the wider community.



***A RESPONSIBLE CITIZEN*** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

# TORONTO CATHOLIC DISTRICT SCHOOL BOARD

## BOARD LEARNING IMPROVEMENT PLAN

### 2011-2014

*“The child Jesus grew and became strong” (Luke 2:40)*



### ***A Brief History of Toronto Catholic’s Learning and Achievement Plan***

*“Our vision of Catholic education invites each one of us – parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all society.”*

*(Assembly of Catholic Bishops of Ontario)*

Toronto Catholic has a fine tradition of student achievement and Christian formation that is rooted in our Faith and that has been supported from generation to generation by families, parishes and school communities. We are grateful for the confidence and trust that families have had in our system and recognize that families are integral to a student's formation. We also acknowledge those educators who have come before us, including the many religious orders, which in concert with the archdiocese of Toronto laboured and sacrificed to create a transformative educational system based upon our Catholic Christian tradition. That tradition is our inheritance and serves today as our foundation. As we look to the future we acknowledge our past and the debt we owe those who came before us.

Our Mission within the Toronto Catholic District School Board is to be an inclusive Catholic learning and teaching community that educates all to grow in grace and knowledge and to lead lives rooted in faith, hope and charity. As we aim in this document to enunciate our system learning goals it is worth noting our recent history of academic achievement. For the last five years, Toronto Catholic District School Board students continue to demonstrate marked improvement in primary and junior literacy. For grade 3 students, 64% achieved level 3 or higher in reading, compared to 60% five years ago; in grade 6, 70% achieved this high standard, compared to 63% five years ago. In writing, 75% of TCDSB students now are achieving level 3 or higher in both grades (an increase of 6% in Grade 3 and 11% in Grade 6 from five years ago). OSSLT results are equally promising. In 2011, 83% of TCDSB students who wrote the test were successful. TCDSB is now at par with the province, also at 83% in March 2011.

This year, 67% of students in grade 3 and 57% of students in grade 6 achieved the provincial standard in mathematics. The Board will continue to focus on strategies that will lead to improvements in math results. Grade 9 Mathematics results continue to show significant improvement. Results for students in academic Mathematics improved from 65% in 2007 to 83% in 2011. Results for students in applied level Mathematics improved from 27% to 38% in the last five years. Results of TCDSB Grade 9 students in the academic courses are now at par with the province, with 83% of students at or above the provincial standard.

Over the last 5 years, the rate of improvement for TCDSB Grade 9 students exceeds that of the Province in both academic and applied Mathematics.

Analysis of the 2010-2011 EQAO results at the system and school level is underway and will inform the revision to both board and individual school learning plans. These assessment results will be used in conjunction with other school-based information to coordinate plans for improving student learning and achievement over the next three years. This year's plan has been informed by individual school learning plans, School Improvement Teams and focus groups. As well, much consideration has been given to the Draft Multi-Year Board Plan, the School Effectiveness Framework and the Ontario Catholic Graduate Expectations. We also note, through our student surveys, a significant and growing level of student engagement in classrooms, in our schools and in our system.

Equally important has been our work in Faith formation, we are in the final year of our Word, Worship and Witness program and we are embarking upon our new three year Faith, Hope and Charity plan. The transmission of our Faith, manifested in all that we do, is at the heart of our education.

There are numerous strategies in our learning plan that woven together have achieved the results we have referenced in this introduction. Key has been a persistent focus upon collaborative instructional leadership and learning. We are heartened by the responsiveness of our teaching staff and their willingness to collectively engage in active inquiry with respect to evidence based practices. These practices set upon the foundation of our Faith, act to support our four pillars of literacy, numeracy, pathways and CCCC (Catholicity, Culture, Community, and Caring). Whether it is developing new ways of creating student engagement, or embracing strategies to engage the learner in higher order thinking, or introducing career pathways so that all students' vocations are affirmed --all these actions work in concert to ensure that students will know they are part of a Catholic community focussed on a deep respect and caring for the dignity of all, mindful that each has a part to play in contributing to the common good.

# BOARD LEARNING IMPROVEMENT PLAN KINDERGARTEN TO GRADE 12 2011-2014

The Board Learning and Improvement Plan is grounded in the **Ontario Ministry of Education** priorities:

- **Increased student achievement**
- **Reduced achievement gaps**
- **Increased public confidence**

The SMART Goals and follow-up actions presented in this Board Learning Improvement Plan are based on our strengths and needs assessment. Since the Board Learning Improvement Plan is a theory of action based on system-wide student achievement, demographic, program and perceptual data, the focus at the school level may differ from the board focus. When writing School Learning Improvement Plans, schools will continue to collect and analyze their qualitative and quantitative data to identify areas of greatest strengths and needs, related to curriculum expectations at the school level.

Both Board and School Improvement Plans must be flexible in nature in order to adapt to on-going data collected throughout the school year.

**This plan focuses on supporting the six directions of our Multi Year Strategic Plan:**

- **Living Our Values**
- **Student Achievement and Well Being**
- **Stewardship of Resources**
- **Excellence in Governance**
- **Inspired and Motivated Employees**
- **Strengthening Public Confidence**



## KEY STRATEGIES

### BOARD IMPROVEMENT PLAN 2011 - 2014 K-12

*All students will be engaged in a comprehensive, high quality program, grounded in our Catholic Values and Beliefs as set out in the Ontario Catholic Graduate Expectations and guided by the School Effectiveness Framework. The emphasis on specific instructional strategies in this plan will be delivered through the components of an effective balanced program.*

## MULTI-YEAR STRATEGIC PLAN

### **Student Achievement and Well Being**

**To support Student Achievement and Well Being:**

**Strategy #1:** *To improve student learning and achievement through a focus on supporting our students' ability to apply critical and innovative thinking in all subjects*

- Greater evidence-informed teaching and learning strategies to provide students with opportunities to develop strong citizenship skills such as leadership, team work and advocacy (2.3, 2.5, 3.2, 3.3, 3.4, 4.6)
- Use differentiated instruction to accommodate the full range of student needs (4.5, 4.7, 5.2)
- Increase investments in technology to better support 21st century fluencies and the overall needs and aspirations of students (4.3, 4.4)
- Use Assessment For, As and Of Learning to gather information that accurately reflects how well a student is achieving the curriculum expectations in order to develop responsive instruction(1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

**Strategy #2:** *To improve student learning and achievement through a focus on creating equitable learning environments for all students*

- Provide all students with equal access to learning (3.1, 3.2, 3.3, 4.1)
- Provide all students with safe, healthy learning environments (2.5, 3.1)
- Create equitable access to technology that supports ideal learning practices (4.3, 4.4, 5.1)

## BOARD LEARNING IMPROVEMENT PLAN 2011-2014

<b>SMART GOAL: This goal is specific, measurable, attainable, realistic and time-bound.</b>	By June 2014, there will be a <i>6% increase</i> in the number of students who view themselves as positively engaged in their own learning and in their Catholic learning community as measured by each of the system wide student surveys elementary <u>Safe and Caring Catholic School Climate</u> (e.g., question 8) and secondary <u>My School, My Voice: Student Engagement and School Culture Survey</u> , (e.g., questions 19, 35a, 35f) as well as EQAO student questionnaires.				
<b>SCHOOL EFFECTIVENESS FRAMEWORK</b>	2.4 Job embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. 2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment. 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences. 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population. 3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy. 4.3 Teaching and learning incorporates 21st Century content, global perspectives, learning skills, resources and technologies. 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.	<b>This SMART Goal supports the aims of Learning for All and is supported by the following pillars:</b>  CCCC Literacy Numeracy Pathways			
<b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.	<b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.	<b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.	<b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.	<b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?	<b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.
<ul style="list-style-type: none"> <li>Enhanced opportunities for staff to actively engage in faith formation grounded in the TCDSB Pastoral Plan of Witnessing, Faith, Hope and Charity to assist in their role as caring adults in the lives of students.</li> <li>Mental health literacy promotion                             <ul style="list-style-type: none"> <li>Student Mental Health Symposium</li> <li><i>Stop the Stigma</i> initiative within 17 secondary schools to date and 8 new schools yearly to achieve full implementation in every secondary school</li> </ul> </li> <li>Student leadership opportunities in conferences and events such as: <i>Me to We</i>, <i>Voices That Challenge</i>, <i>Camp Olympia</i> training, <i>I-lite</i> Conference, <i>7 Habits Training</i>, <i>Math Olympics</i>, <i>When Faith Meets Pedagogy</i>, <i>Northern Spirit Games</i>, <i>Circling Angels of Hope</i>.</li> <li>Community spirit built on diverse student interests                             <ul style="list-style-type: none"> <li>Local strategies based on student perceptual data and informed by Catholic Equity and Inclusive Education Policy will inform the co-curricular opportunities available to students in each school</li> </ul> </li> <li>Caring Adult Programs supporting and monitoring student engagement</li> <li>Student nutrition programs</li> </ul>	<b>Human:</b> <ul style="list-style-type: none"> <li>Curriculum and Accountability, Student Success, Special Services, and Safe Schools staff</li> <li>Senior Staff/Superintendents</li> <li>Principals/Teachers/School Staff</li> <li>Health Action Teams Safe Schools Teams</li> <li>School level Joint Teams and "mental health teams" (which include Guidance, Chaplain, Student Success teacher, Social Work, Psychology)</li> <li>SSLI joint committee (Ministries of Education, Health and Children and Youth Services)</li> <li>Parishes and Archdiocese</li> </ul>	<ul style="list-style-type: none"> <li>Education and Community Resource Fair</li> <li>Student Mental Health Symposium</li> <li>Student Success Symposium</li> <li>Student Success Regionals</li> <li>Psychology Symposium</li> <li><i>Stop the Stigma</i> training and implementation</li> <li>Local mental health teams capacity building</li> <li>Safe Schools capacity building sessions (throughout the year)</li> <li>Capacity building through team building for psychology staff</li> </ul>	<ul style="list-style-type: none"> <li>In early fall of each year, as part of a school-wide needs assessment process, schools review their student survey results from the previous year</li> <li>At the mid-year review School Learning Improvement Teams will assess progress made in achieving their school's CCCC goals</li> <li>Superintendent- SLIP meetings (October, January, March)</li> <li>System wide analysis of <i>My School, My Voice</i>, Transition, Safe and Caring Catholic School Climate, Safe School Data</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum &amp; Accountability, Student Success, Special Services and Safe Schools staff plan and co-ordinate professional learning sessions and ensure system alignment</li> <li>CCCC Chairs (in consultation with the expert panel) collaborate with Superintendents, Research, SEF Lead, Special Services Teams to facilitate professional learning opportunities</li> </ul> <b>Local "Mental Health Teams":</b> <ul style="list-style-type: none"> <li>Define terms of collaboration, support professional learning</li> <li>Deliver evidence-based social-emotional learning programs</li> </ul>	<b>Student survey:</b> <ul style="list-style-type: none"> <li><i>My School, My Voice</i> Survey (Gr. 10 &amp; 12)</li> <li>Transition Survey (Gr. 10)</li> <li>Safe, Caring School Climate Survey (Gr. 6 &amp; 8)</li> <li>EQAO Student Questionnaires</li> </ul> <b>Other indicators:</b> <ul style="list-style-type: none"> <li>Improved attendance</li> <li>Reduced suspension rates</li> <li>Increased credit accumulation</li> <li>Increased participation in extracurricular activities and in leadership initiatives/activities</li> <li>Enhanced peer-to-peer collaboration</li> <li>Improved academic achievement</li> </ul>

<p><b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.</p>	<p><b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.</p>	<p><b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.</p>	<p><b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.</p>	<p><b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?</p>	<p><b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.</p>
<ul style="list-style-type: none"> <li>• Retreat Program for Secondary Schools</li> <li>• Expand student prevention/intervention programs to develop resilience, healthy coping strategies, and positive relationships. (e.g., <i>Roots of Empathy</i>, <i>FRIENDS</i>, <i>I'm a Great Little Kid</i> etc.)</li> <li>• Safe School Action Team to align strategies and resources with identified safety priorities, and build capacity through safe school professional learning activities.</li> <li>• Planned opportunities for parents to participate in discussion sessions aimed at building awareness and support of student learning and well-being</li> <li>• Planned opportunities across all curriculum areas for students to express ideas, opinions</li> <li>• Increased use of social media and educational technology to engage students in critical and innovative thinking</li> <li>• Use of a variety of texts that reflect our diversity, multiple perspectives and students' lived experiences</li> <li>• Inquiry based learning:               <ul style="list-style-type: none"> <li>- FDLKP classrooms</li> <li>- Collaborative inquiry Literacy/Numeracy projects</li> </ul> </li> <li>• Incorporate differentiated instruction emphasizing varied ways to demonstrate learning and student choice</li> <li>• Use <i>action strategies</i> and exit slips to support active learning and engagement</li> <li>• SWAT: Students, Writers and Teachers (writer-in-residence) program in selected secondary schools</li> <li>• Support continued implementation of the "Daily Five" as a structure to support student engagement in the Reading Workshop</li> <li>• All numeracy PD will integrate the following strategies to support engagement: assessment as learning, technology and learning tools, teaching and learning through problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Community Mental Health Agencies</li> <li>- Teachers/writers involved in SWAT program</li> </ul> <p><b>Material /Digital Resources:</b></p> <p>Web-based resources:</p> <ul style="list-style-type: none"> <li>• TCDSB Virtue of the Month</li> <li>• TCDSB Faith development resources</li> <li>• Mental health resources</li> <li>• TCDSB sharepoint for social-emotional learning programs</li> <li>• TCDSB Student Success and Psychology websites</li> </ul> <p>Material resources:</p> <ul style="list-style-type: none"> <li>• FRIENDS program materials</li> <li>• Centrally purchased professional resources</li> <li>• DI Resources</li> <li>• FDELKP resources</li> <li>• Library resources /centrally purchased texts</li> <li>• <i>Inquiring Minds</i> by Jeffrey Wilhelm</li> <li>• <i>Daily Five</i> by Boushey and Moser</li> <li>• <i>Building Independence</i> TCDSB resource and DVD</li> </ul>	<ul style="list-style-type: none"> <li>• SSLI joint committee on-going support for professional development of staff in the area of Mental Health support for students</li> <li>• Professional Learning Networks/Student Success Learning Networks (SSLNs)</li> </ul>		<p><b>Teachers:</b></p> <p>Participate in professional learning and actively take on the role of the <i>caring adult</i> to support student engagement</p> <p>Implement evidence based strategies outlined in the BLIP/SLIP, TCDSB framework for CCCC</p> <p><b>Principals, Vice-Principals:</b></p> <p>Facilitate work of professional learning community</p> <p>Use the School Effectiveness Framework to guide school learning plans</p> <p>Facilitate and participate in SSLNs as co-learners</p> <p><b>Superintendents:</b></p> <p>Monitor implementation and progress of school CCCC SMART goal using monitoring tools</p> <p>Review system mid-point data and SIP data to determine mid-point corrections</p> <p>Ensure consistent communication so that all system leaders and stakeholders are aware of system priorities</p>	

## BOARD LEARNING IMPROVEMENT PLAN 2011-2014

<b>SMART GOAL: This goal is specific, measurable, attainable, realistic and time-bound.</b>	By June 2014, there will be an increase of 6% in the number of students achieving level 3 and 4, in all of the following EQAO assessments: <ul style="list-style-type: none"> <li>• Primary Reading (from 64% to 70%) and Junior Reading (from 70% to 76%)</li> <li>• Primary Mathematics (from 67% to 73%) and Junior Mathematics (from 57% to 63%)</li> <li>• Grade 9 Mathematics (achievement of students in applied level courses) from 38% to 44%</li> <li>• Grade 10 OSSLT (achievement of students in applied level courses) from 53% to 59%</li> </ul> (With specific attention to the needs of sub-groups including students with special education needs, English Language Learners and gender). <ul style="list-style-type: none"> <li>• By June 2014, there will be a 10% increase in the number of Grade 2 students achieving P+ (with comprehension) on the Running Records Assessment.</li> </ul>					
<b>SCHOOL EFFECTIVENESS FRAMEWORK</b>	1.1 Students and teachers share a common understanding of the learning goals and related success criteria. 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers. 1.3 Students are taught and regularly use self-assessment skills to monitor their progress toward achieving learning goals and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan. 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps. 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs practice and contributes to a culture of learning. 2.2 Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences. 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.			This SMART Goal supports the aims of Learning for All and is supported by the following pillars:  CCCC Literacy Numeracy Pathways		
<b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.	<b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.	<b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.	<b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.	<b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?	<b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.	
<ul style="list-style-type: none"> <li>• <b>Dedicated Time for Literacy and Numeracy:</b> <ul style="list-style-type: none"> <li>- daily literacy and numeracy learning blocks (Gr. 1-8)</li> <li>- literacy and numeracy across the curriculum in all elementary and secondary classrooms</li> </ul> </li> <li>• <b>Differentiated Instruction:</b> <ul style="list-style-type: none"> <li>- incorporate DI in every classroom to support student engagement</li> </ul> </li> <li>• <b>Comprehensive assessment practices (<i>Growing Success</i> strategies):</b> <ul style="list-style-type: none"> <li>- consistent use of assessment for, as and of learning</li> <li>- learning goals and co-constructed success criteria</li> <li>- timely/descriptive feedback</li> </ul> </li> </ul>	<b>Human:</b> <ul style="list-style-type: none"> <li>• Curriculum and Accountability</li> <li>• Student Success</li> <li>• Special Services</li> <li>• Student Achievement Officers</li> <li>• Senior Staff/Superintendents</li> <li>• Principals/Teachers</li> <li>• School Staff</li> </ul>	<b>Professional Learning Networks (Hubs and Student Success Learning Networks):</b> <ul style="list-style-type: none"> <li>• co-learning at all levels</li> <li>• focus on assessment for/as and of learning; evidence based strategies, focused literacy instruction and pedagogical content knowledge in mathematics</li> </ul> <b>Schools in the Middle (SIM):</b> <ul style="list-style-type: none"> <li>• capacity building sessions with school based teams based on self-identified area of need</li> </ul>	At the mid-year review of the School Learning Improvement Plan, elementary principals will assess progress made in achieving their school's <b>Literacy and Numeracy goals</b>  Running Records Reports: October/February/May  QCA/OCA Reports: October/February	<b>Curriculum &amp; Accountability, Student Success and Special Services staff plan and co-ordinate professional learning sessions and ensure system alignment.</b>  <b>Superintendents:</b> <ul style="list-style-type: none"> <li>• Monitor implementation and progress of school Literacy/Numeracy SMART goal using monitoring tools</li> </ul>	On an ongoing basis, the following datasets will be used to measure outcomes:  <b>EQAO-Reading and Mathematics</b> results will indicate an increase in the number of students achieving level 3 and 4  <b>OSSLT and Grade 9 EQAO Mathematics</b> results will indicate an increase in the success rates of students taking applied level courses	

<p>TARGETED, EVIDENCE-BASED STRATEGIES</p> <p>Plan for and implement these strategies identified to achieve the SMART Goal.</p>	<p>CURRENT BOARD RESOURCES</p> <p>List the human, financial and material resources that are used to implement the strategies.</p>	<p>PROFESSIONAL LEARNING</p> <p>List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.</p>	<p>MONITORING AND TIMELINES</p> <p>Identify the key target dates for midpoint check and monitoring of the SMART Goal.</p>	<p>RESPONSIBILITIES</p> <p>How do all learning community members see themselves in the Goal?</p>	<p>INDICATORS OF SUCCESS</p> <p>Identify the measurable outcomes that indicate the SMART Goal has been achieved.</p>
<ul style="list-style-type: none"> <li>- self and peer assessment</li> <li>- self-reflection to support metacognition</li> <li>- multiple and varied ways to demonstrate learning</li> <li>- strategy to inform parents regarding learning goals and success criteria</li> </ul> <p>Consistent use of Running Records (K-Gr. 3), QCA (Gr. 3-6), OCA (Gr. 7-9) and locally developed common assessments to inform instruction</p> <ul style="list-style-type: none"> <li>• <b>Oral Communication/Math Talk Learning Communities:</b> <ul style="list-style-type: none"> <li>- accountable talk within the classroom</li> <li>- explaining/justifying thinking</li> <li>- expand co-operative learning strategies to support student engagement, equity and collaboration</li> <li>- planned opportunities across all curriculum areas for students to express ideas, opinions</li> <li>- focus on student voice, active listening and accountable talk</li> </ul> </li> <li>• <b>Rich, integrated tasks that require higher order thinking:</b> <ul style="list-style-type: none"> <li>- students use details from the text and prior knowledge to support opinions/ideas</li> <li>- tasks support critical and creative thinking</li> </ul> </li> <li>• <b>Consistent implementation of targeted, evidence based literacy strategies:</b> <ul style="list-style-type: none"> <li>- gradual release of responsibility: modelling, shared/guided and independent practice</li> <li>- regular opportunities for guided reading (elementary)</li> <li>- daily opportunities for independent reading in K-Gr. 8</li> <li>- support for <i>Daily Five/Building Independence</i> (TCDSB)</li> <li>- focus on student choice in text selection to support engagement in Language Arts and English</li> </ul> </li> </ul>	<p><b>Material /Digital Resources:</b></p> <ul style="list-style-type: none"> <li>• Ontario curriculum and policy documents including: <ul style="list-style-type: none"> <li>- <i>Guides to Effective Instruction in Reading</i></li> <li>- <i>Guides to Effective Instruction in Mathematics</i></li> <li>- <i>Full Day Early Learning Kindergarten Program</i></li> <li>- <i>Learning for All</i></li> <li>- <i>Equity and Inclusive Education</i></li> <li>- <i>Growing Success</i></li> <li>- <i>Together for Learning</i> (OSLA)</li> </ul> </li> </ul> <p><b>TCDSB Resources:</b></p> <ul style="list-style-type: none"> <li>• After School Tutoring Program and materials</li> <li>• TCDSB Portal</li> <li>• Classroom videos</li> <li>• <i>On the Same Page and Literacy is Everybody's Business</i> (e-newsletter to all teachers)</li> <li>• Centrally purchased texts and professional resources</li> <li>• <i>Explore and Discover</i> Pathways Resource grades 1-6</li> <li>• <i>Premier</i> Assistive Technology</li> <li>• <i>Building Independence</i> (TCDSB)</li> <li>• TCDSB Databases</li> <li>• TCDSB Student Success Sharepoint</li> </ul>	<ul style="list-style-type: none"> <li>• additional support for Special Education teachers and teachers of English as a Second Language</li> <li>• support professional learning for Special Education Teachers and APTs focused on <i>PRIME, Leaps &amp; Bounds, Differentiated M Intervention</i> project (K-6)</li> </ul> <p><b>SIM (Intensive Support ) Professional Learning Sessions:</b></p> <ul style="list-style-type: none"> <li>• focus on evidence based strategies based on School Learning and Improvement Plan (SLIP)</li> <li>• in-class coaching and co-teaching</li> </ul> <p><b>In-Class Coaching:</b></p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> Block/JLI (Junior Literacy Intervention) coaches in assigned schools</li> <li>• Differentiated Instruction coach to support implementation of DI in schools involved in Support School Initiative</li> <li>• Literacy Coach works with staff in SSI schools to support cross curricular literacy, and implementation of the TLCP (Teaching Learning Critical Pathways)</li> <li>• Numeracy Coach to support NAfLC (Numeracy Assessment for Learning Cycle)</li> </ul>	<p>Superintendent – SLIP meetings (October, January, March)</p> <p>March OSSLT</p> <p>Annual EQAO assessments (September of each year)</p> <p>Ongoing review of student progress on classroom assessments</p>	<ul style="list-style-type: none"> <li>• Review system mid-point data and school data to determine mid-point corrections</li> <li>• Ensure consistent communication so that all system leaders and stakeholders are aware of system priorities</li> </ul> <p><b>Literacy &amp; Numeracy Coordinators:</b></p> <ul style="list-style-type: none"> <li>• Collaborate with Superintendents, pillar chairs, Research, SEF Lead, ELL Team, FDELKP, Special Services Teams</li> <li>• Facilitate professional learning opportunities including workshops, hubs/SSLNs</li> <li>• Revise and update material and communicate information</li> <li>• Plan, co-ordinate and lead course of action with Literacy &amp; Numeracy Teams in consultation with Superintendents, Student Achievement officers, Student Success and Curriculum and Accountability Teams</li> </ul> <p><b>Principals, Vice-Principals:</b></p> <ul style="list-style-type: none"> <li>• Facilitate work of professional learning community focusing on student work</li> <li>• Use the School Effectiveness Framework to guide school learning plans</li> </ul>	<p>Increasing number of students achieving the benchmark on Running Records and level 3 and 4 on QCA and OCA</p> <p>Increasing number of students achieving levels 3 and 4 on classroom assessments</p> <p>Improved achievement as demonstrated in student work samples shared in SIT meetings, SO SLIP meetings and hub/SSLN sessions</p>



<p>TARGETED, EVIDENCE-BASED STRATEGIES</p> <p>Plan for and implement these strategies identified to achieve the SMART Goal.</p>	<p>CURRENT BOARD RESOURCES</p> <p>List the human, financial and material resources that are used to implement the strategies.</p>	<p>PROFESSIONAL LEARNING</p> <p>List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.</p>	<p>MONITORING AND TIMELINES</p> <p>Identify the key target dates for midpoint check and monitoring of the SMART Goal.</p>	<p>RESPONSIBILITIES</p> <p>How do all learning community members see themselves in the Goal?</p>	<p>INDICATORS OF SUCCESS</p> <p>Identify the measurable outcomes that indicate the SMART Goal has been achieved.</p>
<p><b>Consistent emphasis on reading for meaning focusing on:</b></p> <ul style="list-style-type: none"> <li>• making inferences (implicit understanding)</li> <li>• extending understanding (making connections) with a variety of texts across all disciplines</li> <li>• Reading expectations 1.4 to 1.9 in Grade 1-8</li> </ul> <p><b>Opportunities for students to engage with a variety of texts:</b></p> <ul style="list-style-type: none"> <li>• explicit teaching of various texts forms and text features as identified in the Language Arts and English curriculum</li> <li>• increased opportunities for students to use and create media &amp; digital texts</li> <li>• increased use texts that reflect our diversity, multiple perspectives and students' lived experiences</li> </ul> <p><b>Teaching and Learning Through Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Three part lesson framework</li> <li>• Bansho/Congress/Gallery Walk</li> <li>• Rich Tasks—related to real life and big ideas</li> <li>• Classroom Dynamics</li> </ul> <p><b>Co-teaching in Numeracy and Coaching in Literacy:</b></p> <ul style="list-style-type: none"> <li>• Co-plan, co-teach, debrief lesson, plan next steps</li> <li>• Model evidence based strategies</li> <li>• Share best practices</li> <li>• Focus on student learning</li> </ul> <p><b>Effective Questioning:</b></p> <ul style="list-style-type: none"> <li>• Provide students with rich problem solving questions that help them see the “Big Idea”</li> <li>• Use scaffolding questions to support student learning</li> </ul>	<p><b>Building Literacy/Numeracy Relevance:</b></p> <ul style="list-style-type: none"> <li>• Grade 7&amp;8 College visits</li> <li>• <i>My Blueprint</i></li> <li>• Parent and Student Transition Guides</li> <li>• <i>Skills Canada</i> competition</li> </ul> <p><b>Ministry of Education/Literacy and Numeracy Secretariat Resources:</b></p> <ul style="list-style-type: none"> <li>- Webcasts</li> <li>- Monographs</li> <li>- e-workshop</li> <li>- EduGains website</li> <li>- DI Resources</li> </ul>	<p><b>Expand the hands-on use of technology in the classroom:</b></p> <ul style="list-style-type: none"> <li>• extension of grade 7 laptop project with a focus on media literacy and teachers new to the project in Mathematics</li> <li>• increase the use of assistive technology to support students with Special Education Needs by directly working with teachers and students in GLE/GLS courses</li> <li>• integration of technology and other learning tools (e.g., concrete materials/ manipulatives, etc.)</li> </ul> <p><b>Expansion of Experiential Learning opportunities:</b></p> <ul style="list-style-type: none"> <li>• Support for expansion of experiential learning i.e. Take Our Kids to Work Day</li> <li>• Support for reach ahead opportunities i.e., College Visits for grade 7&amp; 8 students and their teachers</li> </ul> <p><b>Focused support for:</b></p> <ul style="list-style-type: none"> <li>• District Review</li> <li>• School Improvement Teams</li> <li>• FDELKP</li> <li>• International Language Instructors</li> <li>• Literacy Reps for all schools</li> </ul>		<ul style="list-style-type: none"> <li>• Monitor implementation and progress</li> <li>• Facilitate and participate in hubs/SSLNs as co-learners</li> <li>• Monitor implementation of TCDSB framework for instruction <i>Comprehensive Literacy &amp; Literacy in the Middle Grades</i></li> </ul> <p><b>Department Heads/Literacy Reps/Teachers:</b></p> <ul style="list-style-type: none"> <li>• Participate in job-embedded professional learning and participate in hubs /SSLNs as co-learners</li> <li>• Implement evidence based strategies outlined in the Board and School Learning and Improvement Plan</li> <li>• Use the TCDSB framework for literacy instruction and assessment: <i>Comprehensive Literacy (K – Gr.3) and Literacy in the Middle Grades Gr. 4 – 8)</i></li> </ul>	

<p>TARGETED, EVIDENCE-BASED STRATEGIES</p> <p>Plan for and implement these strategies identified to achieve the SMART Goal.</p>	<p>CURRENT BOARD RESOURCES</p> <p>List the human, financial and material resources that are used to implement the strategies.</p>	<p>PROFESSIONAL LEARNING</p> <p>List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.</p>	<p>MONITORING AND TIMELINES</p> <p>Identify the key target dates for midpoint check and monitoring of the SMART Goal.</p>	<p>RESPONSIBILITIES</p> <p>How do all learning community members see themselves in the Goal?</p>	<p>INDICATORS OF SUCCESS</p> <p>Identify the measurable outcomes that indicate the SMART Goal has been achieved.</p>
<ul style="list-style-type: none"> <li>Use probing questions to elicit deeper thinking in mathematics</li> <li>Ensure proper wait time is provided</li> </ul> <p><b>Technology and Learning Tools:</b></p> <ul style="list-style-type: none"> <li>Use technology (SMART Board applications, netbooks, spreadsheets, GSP, CLIPS, GISMOS, etc.) and other concrete materials (manipulatives, calculators, rulers, protractors, etc.) to set the context for solving problems, to differentiate instruction and to engage learners</li> </ul> <p><b>Expand inquiry based learning in:</b></p> <ul style="list-style-type: none"> <li>FDLKP classrooms</li> <li>Collaborative inquiry Literacy/Numeracy projects</li> </ul> <p><b>Intervention Programs:</b></p> <ul style="list-style-type: none"> <li>5<sup>th</sup> Block (Gr. 1-2)</li> <li>JLI program (Gr. 4-5)</li> <li>Empower Reading (Gr. 2-5)</li> <li>PHAST PACES (Gr. 9)</li> <li>OFIP Tutoring (Gr. 3-6) Literacy and Numeracy</li> <li>After School Literacy and Numeracy (Gr. 7-10)</li> <li>Tutors in the Classroom(Gr. 3 &amp; 6)</li> <li>Summer School (Gr. 7-8) Literacy and Numeracy</li> </ul> <p><b>Family Engagement in support of literacy/numeracy:</b></p> <ul style="list-style-type: none"> <li>Community Relations/CPIC conferences</li> <li>Parent online resource: <i>Summer Playground</i></li> <li>Support Family Literacy and Numeracy in local school communities</li> <li><i>Growing Success</i> parent presentations</li> </ul>		<p><b>The Library as a Learning Commons:</b></p> <ul style="list-style-type: none"> <li>Focus on using TCDSB databases and Ontario School Library Association (OSLA) vision for school libraries <i>Together for Learning</i></li> </ul> <p><b>Capacity Building</b></p> <ul style="list-style-type: none"> <li>New to Grade 3 &amp; 6 Numeracy Workshops (Oct/Nov)</li> <li>New to division Literacy workshops</li> <li>EQAO in-services for Grade 3 &amp; 6 teachers (March)</li> <li>Tutors in the Classroom professional learning sessions for tutors</li> <li>OFIP After School program professional learning sessions for all teachers involved</li> <li>Provide opportunities for 7-12 teachers to take part in strand-specific PD workshops focusing on evidence-based strategies in Mathematics</li> <li><i>Tl-nSpire Pilot</i> Project (13 schools Grades 9 -12)</li> <li><i>CIL-M</i> (Grade 9 applied)</li> <li>Gr 9 Collaborative Inquiry in Mathematics</li> <li><i>Stepping Out Reading &amp; Writing</i> in secondary schools</li> <li>Literacy conference for English Departments</li> <li>Support Literacy Committees and Literacy Leads (SS)</li> <li>Differentiated Mathematics Intervention -Special Education</li> </ul>			

## BOARD LEARNING IMPROVEMENT PLAN 2011-2014

<b>SMART GOAL: This goal is specific, measurable, attainable, realistic and time-bound.</b>	By June 2014, there will be a 6% increase in the number of Grade 10 students who have earned 16 credits by the end of Grade 10.				
<b>SCHOOL EFFECTIVENESS FRAMEWORK</b>	<p>1.3 Students are taught, and regularly use self –assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and /or Individual Education Plan (IEP)</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school</p> <p>5.3 Students parents and teachers understand the full range of pathways, options, programs and supports that are available.</p> <p>5.4 Students have opportunities to build on in-school and out of school experiences and activities to further explore personal interests, strengths and career options.</p>	<p><b>This SMART Goal supports the aims of Learning for All and is supported by the following pillars:</b></p> <p style="text-align: center;">CCCC Literacy Numeracy Pathways</p>			
<b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.	<b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.	<b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.	<b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.	<b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?	<b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.
<ul style="list-style-type: none"> <li>Using a strategy of personalization continue to support all students to achieve success and meet the needs of the whole person ( spiritual, social, emotional, physical and academic)</li> <li>Continue to implement a transformative Catholic curriculum grounded in Gospel values and aimed at helping students realize the Ontario Catholic Graduate Expectations</li> <li>Student success teams and guidance departments will continue to monitor credit accumulation from grades 9 through 12</li> <li>Continued Transition initiatives and Student Success interventions in grade 9 to support credit accumulation in grade 9 in preparation for grade 10</li> <li>Strategic efforts in secondary schools in order to assist students with completion of half of community involvement hours by end of grade 10</li> <li>Summer School for Grade 8 Students earning Secondary School Credit.</li> <li>Summer School Student Success Teacher Pilot for students in Risk</li> </ul>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Curriculum and Accountability, Student Success and Special Services staff, Senior Staff/ Superintendents, Principals/Teachers, School Staff as well as itinerant board staff assigned to schools (social workers, psychology staff)</li> <li>Ontario curriculum and policy documents including: <i>Learning for All, Equity and Inclusive Education, Growing Success</i></li> <li>Credit Recovery Guiding Principles and other support documents and curriculum</li> <li>After School Tutoring Programs in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Regional Professional Development sessions with secondary school Student Success teams supporting promising practices</li> <li>Guidance/Trillium/Archives program review meetings with each secondary school (over 3 years) to provide job-embedded professional learning at the local level, streamlined to local need</li> <li>Department Head conference supporting instruction within secondary school communities</li> <li>Guidance, Student Success and Co-op teachers regular professional learning meetings</li> <li>In-services for teachers new to Guidance, Credit recovery and Cooperative education</li> </ul>	<ul style="list-style-type: none"> <li>Review of achievement data after mid-term marks each semester</li> <li>Review Implementation Plans at the end of each school year</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum &amp; Accountability, Student Success and Special Services staff plan and co-ordinate professional learning sessions and ensure system alignment</li> <li>Superintendents monitor and support secondary school Student Success (SLIP) teams</li> <li>Administrators, Guidance and Student Success teams within each secondary school regularly review achievement data and implement intervention strategies as needed</li> </ul>	<ul style="list-style-type: none"> <li>Mid semester achievement data</li> <li>Semester one achievement data</li> <li>Year-end achievement data</li> <li>Decrease in number of student absences as measured by secondary schools</li> <li>Summary reports of students who have formulated a Personal Pathway plan within <i>myBlueprint</i></li> <li>Decrease in suspension rates</li> </ul>

<p><b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.</p>	<p><b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.</p>	<p><b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.</p>	<p><b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.</p>	<p><b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?</p>	<p><b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.</p>
<ul style="list-style-type: none"> <li>• Intermediate teachers (grade 7 and 8) will be supported by elementary counsellors to assist students in completing their AEP to support their pathway planning in preparation for secondary school</li> <li>• Student self-assessment and planning tools implemented (myBlueprint) to support each student's review of their Annual Learning Plan to support goal setting and educational planning ( gr. 9 through 12)</li> <li>• Develop and implement a plan to increase awareness of Fast Forward, SHSM, OYAP, Dual Credits and program pathways among parents, elementary school staff, intermediate students</li> <li>• Enhanced marketing plan within school communities and with parents, for increased participation in student success programs (Fast Forward, SHSM, Dual Credits, Co-op Ed) in secondary schools</li> <li>• All secondary school will review their program pathway planning in light of the proposed Long Term Program Plan and implementation time-line</li> <li>• Promote Cooperative Education which allows students to earn two compulsory credits while participating in experiential learning beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• EduGains website</li> <li>• Student Success Sharepoint site</li> <li>• DI Resources</li> <li>• High Yield Strategies resource document)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development session for Career Studies teachers</li> <li>• Symposium for SHSM school teams</li> <li>• Ministry of Education SHSM symposium for teams for new programs (3 in TCDSB in each year)</li> <li>• Central Pathways team work with secondary school planning teams to establish pathway programs such as Fast Forward and SHSM on an implementation schedule consistent with the TCDSB Long Term Program plan</li> </ul>		<ul style="list-style-type: none"> <li>• Secondary teachers within professional learning communities (departments) collaborate in the review of the teaching/learning/assessment practices aimed at improving student engagement and achievement</li> </ul>	

## BOARD LEARNING IMPROVEMENT PLAN 2011-2014

<b>SMART GOAL:</b> This goal is specific, measurable, attainable, realistic and time-bound.	By June 2014, 50% of students receiving their OSSD will have an eLearning credit.				
<b>SCHOOL EFFECTIVENESS FRAMEWORK</b>	1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP). 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences. 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population. 4.3 Teaching and learning incorporates 21st Century content, global perspectives, learning skills, resources and technologies. 5.1 Programs, pathways and career planning meet the learning needs and interests of all students.	<b>This SMART Goal supports the aims of Learning for All and is supported by the following pillars:</b>  CCCC Literacy Numeracy Pathways			
<b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.	<b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.	<b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.	<b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.	<b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?	<b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.
In an effort to support the multi-year strategic plan to develop, communicate and implement 21 <sup>st</sup> century thinking, learning skills and strategies, students will have increased exposure to blended Learning and gain heightened awareness of the ability to support their learning through eLearning. In 2011-2012, this will occur through the pursuit of the following sub-goals: <ul style="list-style-type: none"> <li>• Increase the Day School eLearning Pass rate to 80% by June 2012</li> <li>• Increase the Continuing Education Summer School Pass Rate to 81% by August 2012</li> <li>• Increase the Continuing Education Night School Pass Rate to 66% by June 2012</li> <li>• Increase number of teachers receiving professional development in Desire2Learn (D2L), the provincial Learning Management System (LMS) to 500 by June 2012; will include "refresher sessions" for those previously trained</li> <li>• Promote parental awareness of eLearning as a viable means of credit acquisition through forums such as CPIC, CSAC, newsletters, Board and school websites and curriculum meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Education provided additional funding to the Board to implement an administrative position to coordinate new eLearning initiatives and complement existing Board resources to support eLearning (Blended, Math Homework Help, Digital Resources, ePortfolios, etc.)</li> <li>• eLearning work will be supported by the IT resources that are being infused into the system through the IT strategic plan – i.e., grade 7 netbooks, teacher laptops, projectors, Wifi in all secondary schools (which will facilitate greater use of "bring your own technology")</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Blended Learning opportunities in grades 7 (via literacy) and 8 (via numeracy), and in grade 10 (via career studies and civics)</li> <li>• Increase the number of teachers trained on D2L</li> <li>• Create opportunities for co-learning to help in the transition from Blackboard to D2L</li> <li>• Promote the use of D2L Blended Learning as an addition to a teacher's instructional practice</li> <li>• Use face-to-face drop-in support centres for eLearning students and teachers</li> </ul>	<b>2011-12 school year:</b> <ul style="list-style-type: none"> <li>• 25% of graduating students will have an eLearning credit on transcript</li> <li>• Blended Learning will be linked to grade 7 literacy and grade 8 numeracy</li> </ul> <b>By 2012-13 school year:</b> <ul style="list-style-type: none"> <li>• 37% of graduating students will have an eLearning credit on their transcript</li> <li>• Blended Learning will be linked to career and civics curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Senior team to champion use of eLearning as a viable means of attaining credits and to support 21st century fluencies</li> <li>• eLearning leads (Superintendent for eLearning, AICT Coordinator and eLearning Coordinator) to liaise with central team curriculum leads to develop means to integrate eLearning with their planning, and to maximize attainment of other Board Learning Plan goals, including the further attainment of 21st century fluencies</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of TCDSB students with an eLearning credit on their transcript by graduation (17% of June 2010 graduates had an e-learning credit on their transcript)</li> <li>• Increase in the success (pass/fail) rates in on-line learning courses. (Contributing to an overall increase in credit accumulation rates)</li> <li>• Increase in the number of teachers confidently using blended Learning in their grade 7 literacy and grade 8 numeracy curriculum, leading to higher levels of student engagement</li> </ul>

<p><b>TARGETED, EVIDENCE-BASED STRATEGIES</b> Plan for and implement these strategies identified to achieve the SMART Goal.</p>	<p><b>CURRENT BOARD RESOURCES</b> List the human, financial and material resources that are used to implement the strategies.</p>	<p><b>PROFESSIONAL LEARNING</b> List the capacity BUILDING opportunities that will be provided to achieve the SMART Goal.</p>	<p><b>MONITORING AND TIMELINES</b> Identify the key target dates for midpoint check and monitoring of the SMART Goal.</p>	<p><b>RESPONSIBILITIES</b> How do all learning community members see themselves in the Goal?</p>	<p><b>INDICATORS OF SUCCESS</b> Identify the measurable outcomes that indicate the SMART Goal has been achieved.</p>
<ul style="list-style-type: none"> <li>• Increase number of teachers receiving professional development in Desire2Learn (provincial Learning Management System) to 500 by June 2012; will include “refresher sessions” for those previously trained</li> <li>• Promote the use of eLearning to support students 18-21 who require additional credits to complete their OSSD</li> <li>• Our overall goal will be supported by the expansion of the Information Communication Technology educational plan</li> <li>• Promote the use of blended Learning via D2L in grades 7 and 8, and in grade 10 Careers &amp; Civics</li> <li>• Expand number and variety of courses offered through eLearning</li> <li>• Increase participation of students in day school eLearning</li> <li>• Provide additional PD opportunities for teachers, connected to work in literacy and numeracy pillars whenever possible</li> <li>• Promote use of eLearning as a resource to support credit recovery delivery</li> <li>• Promote TCDSB eLearning to non-TCDSB students</li> <li>• Increase student and teacher access to eLearning through implementation of Bring Your Own Device strategy</li> <li>• Implement Board Homework Online Help through TVO’s Independent Learning Centre</li> <li>• Provide Principals and Guidance Counsellors with support needed to promote eLearning</li> <li>• Promote increased use of OERB, OSAPAC and Learn 360</li> <li>• Provide TCDSB email to all students from 7-12 to help facilitate communication and directly market eLearning to the end user</li> <li>• Increase use of social media to help engage students’ interest in eLearning</li> <li>• Use face-to-face drop-in support centres for eLearning students and teachers</li> </ul>		<ul style="list-style-type: none"> <li>• Use Resource Teachers to embed Blended Learning components in Literacy and Numeracy workshops</li> <li>• Increase teacher awareness of Ministry licenced digital resources (i.e. OSAPAC AND OERB)</li> <li>• Increase student use of digital resources- specifically ePortfolio and Homework Help</li> </ul>	<p><b>By 2012-13 school year:</b></p> <ul style="list-style-type: none"> <li>• 37% of graduating students will have an eLearning credit on their transcript</li> <li>• Blended Learning will be linked to career and civics curriculum</li> </ul> <p><b>By 2013-14 school year:</b></p> <ul style="list-style-type: none"> <li>• 50% of graduating students will have an eLearning credit on their transcript</li> <li>• Blended Learning will be linked strategically to K-6 curriculum</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• Continue to embed awareness and promotion of resources in all AICT PD</li> <li>• Development of PD opportunities to address the application of new software and online resources to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Principals, VPS, Guidance Counsellors to champion eLearning opportunities within their schools and help raise awareness for its potential to support an increased graduation rate</li> </ul>	<p><i>(to contextualize indicators of success for eLearning, see Strengths and Needs assessment on page 19)</i></p>

# STRENGTHS AND NEEDS ASSESSMENT

## ELEMENTARY SCHOOLS

### Achievement Data

### EQAO Contextual Data

2010-2011		Grade 3 n= 5857		Grade 6 n= 6654	
		TCDSB	Ontario	TCDSB	Ontario
Gender	Females	49%	49%	49%	49%
	Males	51%	51%	51%	51%
Students with special needs (excluding gifted)		15%	16%	19%	19%
English Language Learners		10%	10%	11%	6%
Students born outside Canada		17%	10%	23%	13%
First language learned at home – other than English		31%	22%	37%	21%
Language spoken at home – students who speak only or mostly another language (or other languages)		16%	11%	11%	7%
School mobility – those who report that 2010-2011 is the first year of attendance in their current school		12%	13%	10%	22%
School mobility – those entered their current school 3 or more years prior to the assessment		66%	62%	73%	59%
Participation – those who were exempted in all three subjects		3%	2%	2%	2%

- Compared to Ontario, a higher percentage of Grade 3 and 6 students are born outside of Canada, enter school speaking a language other than English, currently speak only or mostly another language at home.
- Compared to Ontario, Grade 3 and 6 students are more likely to enter a school and stay there. A higher percentage of students in our board entered their current school 3 or more years prior to the assessment than in Ontario.

## EQAO Overall Results Highlights

Level	TCDSB Results (2006-2011)	Ontario Results (2006-2011)	Analysis		
Primary	<p><b>Grade 3 Reading Results Over Time: All Students</b></p>	<p><b>Grade 3 Writing Results Over Time: All Students</b></p>	<p><b>Grade 3 Mathematics Results Over Time: All Students</b></p>	<p>Over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard</p> <ul style="list-style-type: none"> <li>• increased from 60% to 64% in reading</li> <li>• increased from 69% to 75% in writing, and</li> <li>• has remained stable in math, this year at 67%.</li> </ul> <p>For TCDSB students, there has been a 4% gain in reading in the past year; in Ontario 3%. Results for Grade 3 writing remain consistently higher than Ontario. Grade 3 mathematics scores remain stable in both the TCDSB and Ontario.</p>	
	Junior	<p><b>Grade 6 Reading Results Over Time: All Students</b></p>	<p><b>Grade 6 Writing Results Over Time: All Students</b></p>	<p><b>Grade 6 Mathematics Results Over Time: All Students</b></p>	<p>Over the past five years, the percentage of Grade 6 TCDSB students who performed at or above the provincial standard</p> <ul style="list-style-type: none"> <li>• increased from 63% to 70% in reading</li> <li>• increased from 64% to 75% in writing, and</li> <li>• has remained stable in math, this year at 57%.</li> </ul> <p>For TCDSB students, there has been a 3% gain in reading in the past year; in Ontario 2%. In writing, results for Grade 6 TCDSB students remain higher than those of the Province. Grade 6 mathematics results remain stable in both the TCDSB and Ontario.</p>

**EQAO Results for Subgroups**

Percentage of all students at or above the provincial standard – Levels 3 and 4 (Note: Ontario percentages are in parenthesis.)

2010-2011	Gender						ELL			Students with special needs			Over the past five years, reading and writing results for males and females in both divisions have continued on an upward trend; progress has been made in reducing the gender gap, especially in writing but scores continue to favour girls; gains have been observed for English Language Learners (ELLs), with room for further growth; gains have been observed for students with special education needs in most areas, with room for further growth.  For ELLs in Grade 3 and 6 reading and writing, the gender analysis mirrors the overall population with girls outperforming boys. Among students with special education needs, there is an overrepresentation of boys; the performance of both groups is generally similar and low; in Grade 6 writing, girls are outperforming boys.
	Reading		Writing		Math		Reading	Writing	Math	Reading	Writing	Math	
	Female	Male	Female	Male	Female	Male							
Grade 3	69% (70%)	59% (60%)	80% (80%)	70% (67%)	68% (69%)	66% (68%)	47% (54%)	61% (66%)	53% (60%)	28% (30%)	45% (48%)	34% (34%)	
Grade 6	75% (79%)	65% (69%)	83% (82%)	67% (64%)	58% (60%)	56% (57%)	52% (56%)	59% (61%)	43% (48%)	30% (36%)	36% (36%)	17% (20%)	

**Literacy Classroom Assessments: Running records**

- 95% of Grade 2 students have been assessed using Running Records between September 7, 2010 and June 30, 2011.
- 53% of Grade 2 students achieved Level P+ (including previously P+) in 2010-2011

**Perceptual Data**

**SAFE AND CARING CATHOLIC SCHOOL CLIMATE SURVEY**

2010-2011 was the first year data was collected through the Safe and Caring Catholic School Climate survey. All Grade 6 and 8 students from all elementary schools completed the survey. There were 12,504 respondents.

Below are the results for a sample of items focused on student engagement in learning within a Catholic community:

		I love school	I like school	I don't really care either way	I don't like school
Q8	How do you feel about school?	15%	60%	18%	5%

Results from question 8 indicate there is opportunity for improvement within all categories.

		Strongly agree	Agree	Disagree	Strongly disagree
Q38f	My school promotes Catholic values and practices.	46%	47%	4%	1%
Q38m	I am proud of the work that I do in school.	41%	47%	8%	2%
Q38n	It is important to do well in school.	75%	22%	1%	1%
Q38o	I try hard and do my best when doing my school work.	57%	36%	5%	1%



**EQAO PRIMARY AND JUNIOR STUDENT QUESTIONNAIRE 2010-2011**

\*Note: in 2010-2011 the focus of some questions was on reading and writing; in 2011-12 the focus will be on mathematics

**Student Engagement in Reading**

How do you feel about reading?	Primary – Grade 3			Junior – Grade 6		
	Never	Sometimes	Most of the time	Never	Sometimes	Most of the time
I like to read.	2%	51%	46%	2%	55%	42%
I am a good reader.	2%	34%	63%	1%	35%	62%
I am able to understand difficult reading passages.	9%	60%	29%	3%	57%	38%
I try my best when I do reading activities in class.	1%	17%	80%	1%	18%	79%

**EQAO PRIMARY AND JUNIOR STUDENT QUESTIONNAIRE 2009-2010**

\*Note: in 2009-2010 the focus of some questions was on mathematics

**Student Engagement in Mathematics**

How do you feel about mathematics?	Primary – Grade 3			Junior – Grade 6		
	Never	Sometimes	Most of the time	Never	Sometimes	Most of the time
I like mathematics.	5%	46%	48%	7%	54%	38%
I am a good at mathematics.	3%	52%	44%	2%	52%	44%
I am able to answer difficult mathematics questions.	14%	62%	22%	8%	65%	25%
I try my best when I do mathematics activities in class.	1%	14%	84%	1%	17%	82%

**SECONDARY SCHOOLS**

*Achievement Data*

**EQAO Contextual Data**

2010-2011		Grade 9 Academic n = 4521		Grade 9 Applied n = 2307		Grade 10 n = 7414	
		TCDSB	Ontario	TCDSB	Ontario	TCDSB	Ontario
Gender	Females	53%	51%	47%	45%	51%	49%
	Males	47%	49%	53%	55%	49%	51%
Students with special needs (excluding gifted)		4%	5%	32%	33%	16%	17%
English Language Learners		9%	4%	15%	7%	11%	4%
First language learned at home was other than English		n/a	n/a	n/a	n/a	35%	22%
Language spoken at home – students who speak only or mostly another language (or other languages)		13%	9%	17%	8%	11%	7%
School mobility – those attended three or more elementary schools from kindergarten to Grade 8		28%	35%	33%	41%	n/a	n/a
Participation – those who were deferred		n/a	n/a	n/a	n/a	7%	5%

- There are slightly more females in the Grade 9 academic mathematics program; slightly more males in the applied program; a higher percentage of students with special needs and ELLs in the applied program
- A higher percentage of TCDSB Grade 9 and 10 students speak only or mostly a language other than English at home compared to Ontario, and a higher percentage of ELLs
- The deferral rate for OSSLT has increased from 4% in 2007 to 7% in the last two years

**EQAO Overall Results Highlights**

Grade 9	<p>Grade 9 Mathematics Results Over Time: All Students in the Academic Program</p> <table border="1"> <thead> <tr> <th>Year</th> <th>TCDSB (%)</th> <th>Ontario (%)</th> </tr> </thead> <tbody> <tr><td>2007</td><td>65</td><td>71</td></tr> <tr><td>2008</td><td>72</td><td>75</td></tr> <tr><td>2009</td><td>76</td><td>77</td></tr> <tr><td>2010</td><td>80</td><td>82</td></tr> <tr><td>2011</td><td>83</td><td>83</td></tr> </tbody> </table>	Year	TCDSB (%)	Ontario (%)	2007	65	71	2008	72	75	2009	76	77	2010	80	82	2011	83	83	<p>Grade 9 Mathematics Results Over Time: All Students in the Applied Program</p> <table border="1"> <thead> <tr> <th>Year</th> <th>TCDSB (%)</th> <th>Ontario (%)</th> </tr> </thead> <tbody> <tr><td>2007</td><td>27</td><td>34</td></tr> <tr><td>2008</td><td>28</td><td>35</td></tr> <tr><td>2009</td><td>34</td><td>35</td></tr> <tr><td>2010</td><td>38</td><td>38</td></tr> <tr><td>2011</td><td>38</td><td>42</td></tr> </tbody> </table>	Year	TCDSB (%)	Ontario (%)	2007	27	34	2008	28	35	2009	34	35	2010	38	38	2011	38	42	<p>Over the past five years, in Grade 9 math, the percentage of TCDSB students at or above the provincial standard</p> <ul style="list-style-type: none"> <li>• increased from 65% to 83% for students in academic mathematics courses</li> <li>• increased from 27% to 38% for students in applied mathematics courses.</li> </ul> <p>Results of Grade 9 TCDSB students in academic mathematics are now at par with Ontario, with 83% of students at or above the provincial standard. Over the last 5 years, the rate of improvement for Grade 9 TCDSB students exceeds that of the Province in both academic and applied mathematics courses.</p>
Year	TCDSB (%)	Ontario (%)																																					
2007	65	71																																					
2008	72	75																																					
2009	76	77																																					
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2011	38	42																																					
OSSLT	<p>OSSLT Results Over Time: Fully Participating First-Time Eligible Students</p> <table border="1"> <thead> <tr> <th>Year</th> <th>TCDSB (%)</th> <th>Ontario (%)</th> </tr> </thead> <tbody> <tr><td>Mar. 07</td><td>80</td><td>82</td></tr> <tr><td>Mar. 08</td><td>81</td><td>82</td></tr> <tr><td>Apr. 09</td><td>84</td><td>82</td></tr> <tr><td>Apr. 10</td><td>83</td><td>82</td></tr> <tr><td>Mar. 11</td><td>83</td><td>82</td></tr> </tbody> </table>	Year	TCDSB (%)	Ontario (%)	Mar. 07	80	82	Mar. 08	81	82	Apr. 09	84	82	Apr. 10	83	82	Mar. 11	83	82	<ul style="list-style-type: none"> <li>• TCDSB maintains high literacy standards: 83% of TCDSB students taking the test for the first time were successful, compared to 82% in 2007.</li> <li>• TCDSB is now at par with Ontario, also at 83% in March 2011.</li> </ul>																			
Year	TCDSB (%)	Ontario (%)																																					
Mar. 07	80	82																																					
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Apr. 09	84	82																																					
Apr. 10	83	82																																					
Mar. 11	83	82																																					

**EQAO Results for Subgroups: Grade 9** – Percentage of all students at or above the provincial standard – Levels 3 and 4 (Note: Ontario percentages are in parenthesis)

2010-2011	Gender				ELL		Students with special needs		Over the past five years, results for males and females have continued on an upward trend in Grade 9 applied and academic math; the gender gap for Grade 9 academic math has narrowed and has been zero for the past two years; the gap for Grade 9 applied math has also narrowed; gains have been observed for English Language Learners (ELLs), with room for further growth, especially in Grade 9 applied math; there is room for growth in scores for students with special education needs.
	Academic Math		Applied Math		Academic Math	Applied Math	Academic Math	Applied Math	
	Female	Male	Female	Male					
Grade 9	83% (82%)	83% (84%)	36% (39%)	39% (44%)	80% (79%)	38% (29%)	71% (73%)	27% (33%)	

**OSSLT:** Percentage of fully participating, first time eligible students who were successful. (Note: Ontario percentages are in parenthesis)

2010-2011	Gender		ELL	Students with special needs	Level of Study		OSSLT results have been relatively stable for male and female students; the gender gap in OSSLT continues to be in favour of female students; there is room for growth in scores for ELLs and students with special education needs; results for students taking the applied level English course have been variable and remain an area for focus. For ELLs the gender analysis mirrors the overall population with girls outperforming boys. Among students with Special Needs, there is an overrepresentation of boys; the performance of both groups is similar and low.
	Female	Male			Academic English	Applied English	
OSSLT	87% (87%)	79% (80%)	72% (68%)	54% (52%)	94% (95%)	53% (55%)	

**Student Success Indicator - Credit Accumulation** - For data as of June 30 of the year reported:

- Credit accumulation in Grade 9 has increased by 9% from 2006-2007 and is at 79% in 2010-2011.
- Credit accumulation in Grade 10 has increased by 7% from 2006-2007 and is at 69% in 2010-2011.

*Perceptual Data*

**MY SCHOOL, MY VOICE: STUDENT ENGAGEMENT AND SCHOOL CULTURE SURVEY**

Data have been collected for the past four years. A sample of Grade 10 and 12 students complete the survey in all our secondary schools. There were 3733 respondents in 2010-2011.

Below are the 2010-11 results for a sample of items focused on student engagement in learning within a Catholic community:

		I love school	I like school	I don't really care either way	I don't like school
Q19	How do you feel about school?	9%	48%	29%	13%

		Strongly agree	Agree	Disagree	Strongly disagree
Q34e	School will help me get to where I want to go in the future.	49%	39%	7%	3%
Q35a	I take pride in my school work.	26%	57%	12%	3%
Q35b	I value the rewards that I get at school for my work.	40%	44%	11%	3%
Q35d	I think it's important to make good grades.	60%	33%	3%	1%
Q35e	I place a high value on learning.	41%	45%	9%	1%
Q35f	I put forth a great deal of effort when doing my school work.	26%	49%	19%	3%
Q37ai	My school promotes Catholic values and virtues.	53%	40%	3%	2%
Q37aaii	My school promotes Catholic practices (e.g., masses, prayers, etc.)	51%	40%	4%	1%

**Trend over time**

Over the past four years

- positive changes have been observed on questions 19, 35d, 35e, 35f
- Results from questions 19, 35a and 35f indicate there is opportunity for improvement within all categories.

**EQAO GRADE 9 STUDENT QUESTIONNAIRE 2010-2011**

**Students' Attitudes toward Mathematics**

	Applied course			Academic course		
	Strongly disagree/Disagree	Neither agree nor disagree	Agree/Strongly agree	Strongly disagree/Disagree	Neither agree nor disagree	Agree/Strongly agree
I like mathematics.	28%	35%	37%	17%	29%	54%
I am a good at mathematics.	24%	42%	33%	14%	34%	52%
I am able to answer difficult mathematics questions.	35%	42%	21%	19%	41%	40%
Mathematics is one of my favourite subjects.	54%	21%	23%	36%	23%	40%
I try to do my best in mathematics class.	6%	14%	77%	6%	13%	80%

**eLearning**

- 17% of graduates in June 2010 had an eLearning credit on their Transcript
- Currently 24 courses in day school eLearning; pass rate is 74%
- There has been dramatic growth to 1875 TCDSB summer school students, over 113 sections (the pass rate was 76%); and
- 497 TCDSB students registered in semester 1 night school. (The total pass rates in 2010-11 in night school eLearning were 60%)

Currently: 380 teachers trained in D2L

- In 2011-2012 we offered 35 different eLearning courses through day school and continuing education

Based upon this initial examination of existing data and to accurately align with the TCDSB Multiyear Strategic Plan, current Ministry of Education initiatives and expectations, school learning and improvement planning process and the demonstration of our distinct Catholic identity, SMART goals have been identified in the following areas: student engagement with their own learning; student achievement in reading and numeracy in the primary and junior divisions; literacy and mathematics in secondary schools with specific attention to applied level programs; credit accumulation; and e-learning opportunities.

The Toronto Catholic District School Board is committed to meeting to monitor progress and make appropriate adjustments, as necessary to the Board Learning and Improvement Plan for improved student achievement and well-being.



**TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
TRUSTEES 2011-2012**

*Wards*

1.	Peter Jakovcic	416-512-3401
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	Sabrina Renna, Student Trustee	416-512-3413

**Bruce Rodrigues**, Director of Education

**Ann Andrachuk**, Chair of the Board