



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

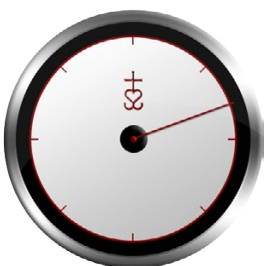
BOARD LEARNING IMPROVEMENT PLAN K-12 2014-2018

OUR VISION

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

“ Everything that rises must converge.”

Father Teilhard de Chardin



November 18th, 2014 Version

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A CATHOLIC 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 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.

THE THEORY OF ACTION APPROACH TO LEARNING IMPROVEMENT

“ So what's a theory of action? Your best thinking made explicit.... Your rationale for choosing one strategy over another.... Your predicted course of action with identified checkpoints and evidence that it's working, or not. Why do you need one? Because even the best ideas can fall flat when we enter that perilous place called implementation. And our students rely on our diligence to make sure that our best bets are working for them.”

- Harriette Thurber Rasmussen, ABEO School Change

A Theory of Action helps us to frame our goals and it also helps us to frame our research. By reflecting on the needs of our community, drawing on the data we already have, and knowing where we would like to be, we can then frame an “if-then” statement. If we do this, then this will happen. Once we have this statement we must articulate the ultimate goal – what we expect to see in every classroom in order to test the theory of action. This leads us to action-based research. It's important to note that while the collection of traditional quantitative data allows us to monitor the progress being made, it does not reveal if the desired practice is occurring everywhere. To determine if this is happening we must also consider behavioural and perceptual data to properly test our Theory of Action against our goal. Behavioural data, collected through work samples, student work logs, and classroom observations will help us to truly see that we are on our way to achieving our goal. Perceptual data, collected through surveys, interviews, and journals will give us feedback about whether or not we are reaching our students and what in fact they are learning. All of this collected data will help us reflect on our work and refine our approach.

“ Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”

- Albert Einstein

So what has changed? In the process of setting SMART goals we sometimes become so specific and so focused on the measurable, we often overlook the less quantitative data (behavioural and perceptual) and we lose sight of the fact that we are trying to help every student in every subject – it is a collaborative effort. If we use SMART goals, it is important to ask: can everyone see themselves in this goal? An alternative to SMART goals are “if-then” statements, written in such a way that they are aimed at achieving a specific goal, with every student, in every classroom.





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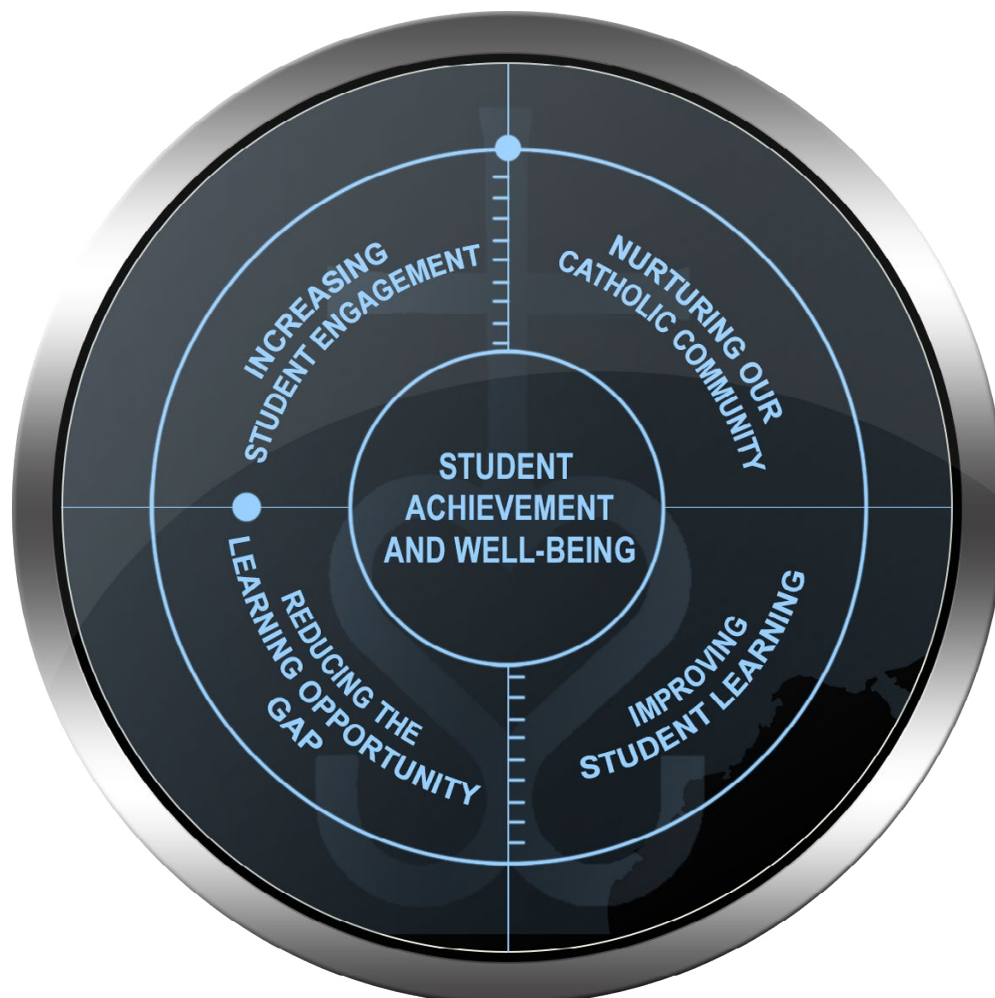


THE MISSION

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.' This is the impetus for this Board Learning Improvement Plan K-12. This mission, grounded in Catholic Social teaching, works in partnership with the Province's goals:

- **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
- **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begins at birth and continues into adulthood.
- **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
- **Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

The Board Improvement Plan's theory of action for improving Student Achievement and Well-being can be graphically represented:



DESIGN OF THE BOARD LEARNING IMPROVEMENT PLAN K-12



This plan has eight components, two are foundational to supporting our students – *Nurturing our Catholic Community* and *Staff Engagement*.

Nurturing our Catholic Community recognizes that our students start from different places in life. Our aim is to ensure that all students, regardless of circumstance, develop the skills to achieve excellence in mind, body and spirit while knowing they are cared for deeply. As Pope Francis remarked recently in Brazil, 'We do not judge our progress based on how the wealthiest are doing. Instead, we evaluate our greatness by observing how the most vulnerable are faring. And then, whenever we see deficiencies, we are called to respond in faith.'

Staff Engagement looks critically at how school educators can best become professionally engaged in designing and implementing a school plan for student achievement that supports well-being for all in the school community, including staff. For Catholic educators, this is a significant part of our vocation. As St. Don Bosco remarked, 'Without confidence and love, there can be no true education. If you want to be loved...you must love yourselves, and make your children feel that you love them.'

The remaining six components for the plan are derived from the School Effectiveness Framework (SEF), a research based document that school communities have used to determine the critical needs of students in order to address them in an equitable, precise and timely manner.

The six components of the SEF include:

- Assessment for, as, and of learning
- School and Classroom Leadership
- Student Engagement
- Curriculum, Teaching and Learning
- Pathways, Planning and Programming
- Home, School, [Parish] and Community Partnerships

The framework provides indicators of effective instructional practice and pedagogy, as well as samples of evidence to assist boards and schools in:

- precise, intentional and strategic improvement planning
- strategic allocation of resources
- determining capacity-building needs



THE BOARD LEARNING IMPROVEMENT PLAN K-12 DASHBOARD





HOW TO USE THE BOARD LEARNING IMPROVEMENT PLAN K-12

As a note of advice for all involved in planning, Thomas Edison once remarked:



Being busy does not always mean real work. The object of all work is production or accomplishment and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. Seeming to do is not doing."

Edison, the inventor of the light bulb and the founder of General Electric, offers a good recipe for achieving one's goals. It is pretty clear that without these ingredients working together, it is difficult to meet with success. This document acts as a resource (template) for setting the forethought (direction), systematic approach and planning for your school community. At the same time, we acknowledge the 'honest purpose and perspiration' and prayer that have been a hallmark of our community's effort to improve student achievement and well-being. Your school's past accomplishments to support each student in your charge speak for themselves.

THE RELATIONSHIP OF THE BOARD LEARNING IMPROVEMENT PLAN K-12 TO THE SCHOOL LEARNING IMPROVEMENT PLAN

Both the board and school plans employ theories of action framed as if-then statements. These statements create the impetus for school communities to develop, within one concise statement: both a clear goal and the actions the community believes will achieve the goal. It is recommended that school communities create a few goals on which to focus, linked to the eight that are offered. As school communities move through a learning cycle, they may well refine the theory of action. If you will, consider the eight areas in the SLIP as the instrument panel of a plane. Your team may monitor all the areas of focus; however, you will tend to focus upon a particular area or two more than the others. This approach honours a remark made by Dwight Eisenhower:



Plans are nothing; planning is everything."

Eisenhower's distinction between a 'plan' and the skill of planning is not a small one. If a plan is static and is owned by no one but the original planners, then in all likelihood it will fail. On the other hand, if system and school leaders are skilled in the art of planning, then as local circumstances arise and conditions dictate, they are able to make better local decisions that will in turn create better outcomes for students, their families, and their communities.



THE BOARD LEARNING IMPROVEMENT PLAN K-12 GOALS OVERVIEW



Area of Focus: Nurturing Our Catholic Community

Theory of Action: If we understand the various challenges (spiritual, socioeconomic, emotional, social, physical) faced by our students and families which adversely impact learning, then our Catholic school communities will be better able to maximize the engagement and well-being of students leading to optimal student achievement.

Goal: All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms.



Area of Focus: Staff Engagement and Well-Being

Theory of Action: If we create a plan that incorporates a participatory process for staff engagement and well-being into the design and implementation of our school learning improvement plan then, we will create a caring professional learning and teaching culture that will in turn support student achievement and well-being.

Goal: 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 staff well-being.



Area of Focus: Assessment for, as, and of Learning

Theory of Action: If we use assessment for, as and of learning to help students to set their own goals, monitor their progress, determine their next steps and reflect upon their thinking then student learning will improve.

Goal: 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.



Area of Focus: School and Classroom Leadership

Theory of Action: If educators engage in collaborative inquiry then they will deepen their understanding of the curriculum including learning skills, and continuously refine instruction to improve student learning and achievement.

Goal: All schools will engage in job-embedded inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.

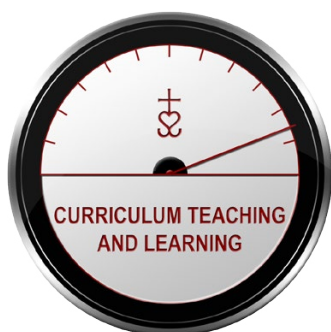




Area of Focus: Student Engagement

Theory of Action: If we incorporate student motivation, engagement and voice into our school learning improvement plans then we will improve student achievement and well-being.

Goal: 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.



Area of Focus: Curriculum Teaching and Learning

Theory of Action: If we create a culture of high expectations that supports the belief that all students can learn, progress and achieve then we can reduce learning gaps in numeracy and literacy.

Goal: All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.



Area of Focus: Pathways Planning and Programming

Theory of Action: If we provide students with opportunities to discover who they are and pursue their passion, then they will be engaged and empowered to design their own career pathway and fulfill the Ontario Catholic School Graduate Expectations.

Goal: All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.



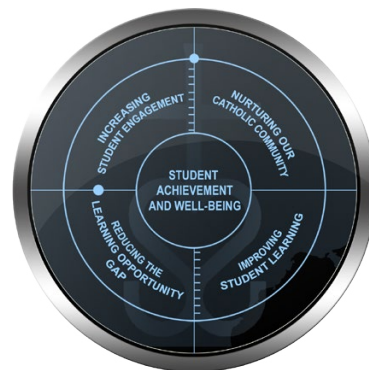
Area of Focus: Home, Parish, School and Community Partnerships

Theory of Action: If we commit to the development of partnerships with parents, guardians, family, parish and community members to support student achievement and well-being, then our schools become increasingly positive and productive places in which to learn, grow and teach.

Goal: 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.



SUMMARY OF THE BOARD LEARNING IMPROVEMENT STRATEGIC ACTIONS



Increasing Student Engagement	Reducing the Learning Opportunity Gap	Nurturing Our Catholic Community	Student Learning
<ul style="list-style-type: none"> • Cultivate the practice of descriptive feedback as well as assessment for, of and as learning. • Whole-school approach to faith-based safe, caring and inclusive school strategy. • Development of pathways planning. • Expansion and growth of Specialist High Skills Major programming and additional program pathways. • Use of Universal design approach in supporting <i>Learning for All</i>. • Use of differentiated Instruction and collaborative inquiry. • Support for parent engagement in student learning and well-being process. 	<ul style="list-style-type: none"> • Identification and understanding of social, mental, economic and spiritual conditions allowing students to overcome barriers to optimal learning opportunities. • A tiered approach to monitoring students in risk. • Increased voice of the vulnerable and marginalized within the school community. • Improved co-ordination among schools, agencies and departments to access support for students and their families. • Supporting a culture that promotes perseverance, resiliency, health and well-being. 	<ul style="list-style-type: none"> • Provide support for professional learning that focuses on equitable learning environments and Nurturing our Catholic Community. • Ensure curricular supports for existing religion programs are in place so that students receive a curriculum that is rooted in Gospel Values and is informed by Ontario Catholic School Graduate Expectations, Catholic Social Teaching, and Virtues of the Month. • Participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats. • Support parents in their integral role as primary faith models who nurture the relationships among home, school and parish. • Infuse Catholic Social Teachings, Ontario Catholic School Graduate Expectations (OCSGE) and Virtues of the Month into all curriculum areas. 	<ul style="list-style-type: none"> • Intentional support for the development of skills and work habits referenced in 21 C Competencies, <i>Ontario Catholic School Graduate Expectations</i> and <i>Growing Success</i>. • Employment of Professional Learning Teams and learning cycles in all schools and within family of schools using evidence-based instructional strategies. (Plan, Act, Observe, Reflect). • Use of three part lesson plan in numeracy. • Increased opportunity for teacher professional growth in the area of Mathematics. • Leveraging of newer technology to improve student achievement. • Focus on Assessment for/as/of Learning.

AN IN-DEPTH LOOK AT THE AREAS OF FOCUS



Nurturing Our Catholic Community

SEF Area of Focus: Nurturing Our Catholic Community

Theory of Action: If we understand that the various challenges (spiritual, socioeconomic, emotional, social, physical) faced by our students and families which adversely impact learning, then our Catholic school communities will be better able to maximize the engagement and well-being of students leading to optimal student achievement.

Goal: All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms.

Targeted Evidence-Based Strategies/Actions

Educators will:

- Provide support for professional learning that focuses on equitable learning environments and Nurturing our Catholic Community.
- Ensure curricular supports for existing religion programs are in place so that students receive a curriculum that is rooted in Gospel values and informed by Ontario Catholic School Graduate Expectations, Catholic Social Teaching, and Virtues of the Month.
- Participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.
- Support parents in their integral role as primary faith models who nurture the relationships among home, school and parish.
- Incorporate Catholic Social Teachings, Ontario Catholic School Graduate Expectations (OCSGE) and Virtues of the month into the Religious Education and Family Life programs.
- Participate in professional learning sessions that provide staff with an understanding of issues related to poverty and the effect on student achievement.

Professional Learning Opportunities will include:

Centrally arranged:

- Student led prayer services for board meetings

TCDSB website supplemental resources for schools:

- School liturgies following Liturgical Calendar
- Social Justice participation
- Secondary School student and staff retreats
- Summer writing on the Year of Charity

Facilitating ongoing adult/student faith opportunities such as:

- Chaplaincy Retreats; A Catholic Call to Serve (ACCTS)
- Central Staff – Day of Faith
- Scripture and social justice connections.
- NTIP Retreats, mentor training and orientation
- 2 Vice Principal, Principal, Business and non-academic staff Retreats
- Year of charity In-services
- Half-Day elementary Staff Retreat
- Yearly Ordinandi Luncheon
- Sacramental Retreats
- Fully Alive In-services

Resources

- Scripture
- Catholic Curriculum Corporation
- Archdiocese of Toronto
- Virtues of the Month (TCDSB)
- Share Life - Charities
- Catholic Social Teachings
- Ontario Catholic School Graduate Expectations
- Elementary Religious Education Policy Document
- Liturgical package provided on TCDSB website
- TCDSB Religion Website curricular supports
- A Journey of Hope: Understanding Poverty in Catholic Schools
- Ten Opportunities: Practical Ideas for Supporting Students and Families Living in Poverty
- Angel Foundation for Learning

Indicators of Success (Measures)

TCDSB student and staff surveys, artefacts from schools, superintendent visits, School Learning Improvement Plan reviews



Staff Engagement and Well-Being

SEF Area of Focus: Staff Engagement and Well-Being

Theory of Action: If we create a plan that incorporates a participatory process for staff **engagement** and **well-being** into the design and implementation of our school learning improvement plan then we will create a caring professional learning and teaching culture that will in turn support student achievement and well-being.

Goal: 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 staff well-being.

Targeted Evidence-Based Strategies/Actions

Educators will:

- **Catholic Faith, Community and Culture:** Build and sustain a collaborative Catholic professional learning community that promotes a sense of collective responsibility for the worth and dignity of all members of the community; this may include a committee that co-ordinates a wellness program that addresses staff well-being (physical, spiritual, intellectual, and mental health) based on survey results.
- **Setting direction:** Co-develop a process for setting strategic direction that engages and empowers staff by valuing their input and strengths.
- **Co-create** School Learning Plan that is informed by an aggregate of Staff *Annual Learning Plans*.

Building relationships and developing people

- Acknowledge and celebrate the achievements, gifts and strength of individuals and teams.
- Encourage colleagues to take intellectual risk.
- Demonstrate transparent decision making and consistency between words and deeds.

Leading the instructional program:

- Model the engagement of new learning by attending to and supporting teachers through various PD sessions.
- Initiate and support an inquiry-based approach to improvement in teaching and learning.

Securing Accountability:

- Ensure there is a method of collective reflection for staff through survey focus groups that shares and builds upon experience and evidence.

Professional Learning Opportunities: Professional development sessions for staff focused on the best practices in collaboration.

Development of Pastoral Care Plan with a focus on creating empathy and respect between staff.

Professional Learning Opportunities will include:

- Pastoral Care Symposium
- Wellness Planning Workshop
- Department Head Conference on Consensus building and leadership
- SSLN planning inquiry
- School Collaborative Inquiry work
- School Day of Faith and Reflection
- Scheduled time to confer with individual educators to discuss what is important to them, the components of their annual learning plan as it pertains to personal growth and professional development and to provide feedback and strategies for how/where to access resources.
- Sharing of professional learning to that support a processes that support Staff Engagement and Well-being.

Resources

- Catholic Social Teaching
- St John Paul, Laborem Excerens
- Henri Noewen, Breaking Through
- Katz -intentional interruption
- Hargreaves and Fullan – Professional Capital
- Catholic Leadership Framework
- Health Canada Policy toolkit for Public Involvement in Decision making
- The 6 Keys to Teacher Engagement by Cathie E. West

Indicators of Success (Measures)

TCDSB staff surveys, artefacts from schools, superintendent visits, School Learning Improvement Plan reviews



Assessment For, As, and Of Learning

SEF Area of Focus: Assessment For, As, and Of Learning

Theory of Action: If we use assessment for, as and of learning to help students to set their own goals, monitor their progress, determine their next steps and reflect upon their thinking then student learning will improve.

Goal: 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.

Targeted Evidence-Based Strategies/Actions

Educators will:

- Document evidence of student learning to monitor and assess progress to inform professional judgments and plan the next steps in learning.
- Collect samples of evidence to assess and document student learning through a variety of instruments: portfolios, developmental continuum, video recordings and/or photographs, records of reading behaviours, conferences, self and peer assessment, writing samples, information provided by parents, blogs, etc.
- Use a variety of technologies to facilitate learning and assessment to support 21C competencies.
- Embed learning goals, co-created success criteria and descriptive feedback within the practices of self and peer assessment.
- Use assessment for and as learning to differentiate instruction based on student strengths and needs
- Use observations, conversations and student work to identify gaps, set targets and monitor progress (triangulate data).
- Consider the most consistent and most recent demonstration of learning when evaluating students.

Professional Learning Opportunities

All professional development sessions related to curriculum will include strategies to support assessment for, as and of student learning.

Professional Learning Sessions offered will address:

- Use of Growing Success: Assessment, Evaluation and Reporting in Ontario Schools guidelines in all subjects, with an emphasis on assessment for, as and of learning
- Learning goals, co-construction of success criteria and descriptive feedback
- Effective use of pedagogical documentation to make learning and thinking visible
- Co-planning, co-teaching, co-learning and student observation
- Learning cycles and collaborative inquiry to support student learning
- The need to support student learning through assessment procedures, 21C competencies, learning skills and the Ontario Catholic School Graduate Expectations

Resources

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
- Ministry of Education K-12 Curriculum Documents
- Ministry of Education Monograph What Works: Research into Practice
- Capacity Building Series: Pedagogical Documentation
- Webinars and Webcasts (Ontario Ministry websites)
- Recommended TCDSB Assessments (Comprehensive Literacy Assessment (e.g. running records), Quick Comprehension Assessment, Ontario Comprehension Assessment, Nelson math resources, Ontario Numeracy Assessment Package, etc.)
- Data contained within Data Integration Platform (DIP)
- Ministry Guides to Effective Instruction in Literacy and Mathematics
- Adolescent Literacy Guide
- Individual Education Plans
- Learning for All: A guide for effective assessment and instruction for all students K-12
- Embedded Formative Assessment by Dylan William
- 7 Steps to Effective Feedback by Grant Wiggins
- Advanced Formative Assessment in Every Classroom by Brookhart and Moss

Indicators of Success (Measures)

TCDSB student and staff surveys, EQAO student and teacher questionnaires, artefacts from schools, superintendent visits, School Learning Improvement Plan reviews



School and Classroom Leadership

SEF Area of Focus: School and Classroom Leadership

Theory of Action: If educators engage in collaborative inquiry then they will deepen their understanding of the curriculum including learning skills, and continuously refine instruction to improve student learning and achievement.

Goal: All schools will engage in job-embedded inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.

Targeted Evidence-Based Strategies/Actions

Within a collaborative inquiry approach educators will:

- Identify an area of learning based on a question or a wondering to uncover implications of their practice.
- Engage in a cyclical learning process of: plan, act, observe, reflect.
- Share and analyze evidence of student learning and assessment data as a catalyst for professional dialogue (e.g., writing samples, mathematical representations of thinking, running records, class profiles, pedagogical documentation, etc.).
- Co-learn, co-plan, and co-teach with colleagues to construct knowledge about a topic that is of interest to them.
- Create conditions that promote collaborative learning cultures (e.g. time to meet and talk, common planning time).
- Commit to using consistent language and practices in all classrooms (e.g., use of graphic organizers, bansho).
- Access relevant professional learning and resources (e.g., curriculum and resource documents, webcasts, monographs, podcasts, ministry websites, institutes, conferences, etc.).

Professional Learning Opportunities will include:

All professional learning sessions related to school and classroom leadership will include strategies to support **collaborative inquiry**.

Professional Learning Sessions offered will address:

- Co-planning, co-teaching, co-learning and student observation
- Common understanding and use of the professional learning cycles
- Sharing of promising practices as related to Collaborative Inquiry
- Ministry supported professional development through:
 - Collaborative Inquiry for Learning in Mathematics (CILM)
 - Early Primary Collaborative Inquiry project (EPCI)
 - Junior/Intermediate Transitions Collaborative Inquiry for Learning

Resources

- Natural Curiosity by Jackman Institute O.I.S.E.
- Literacy and Numeracy Secretariat Monograph – Student Voices
- Collaborative Inquiry for Educators by J. Donohoo
- IQ: A Practical Guide to Inquiry Based Learning by J. Watt & J. Colyer
- Ministry Capacity Building Series: Collaborative Teacher Inquiry
- Ministry Capacity Building Series: Primary Assessment – Lessons Learned from K-1 Collaborative Inquiry
- Ministry Capacity Building Series: Inquiry Based Learning

Indicators of Success (Measures)

TCDSB staff surveys, EQAO teacher questionnaire, artefacts from schools, superintendent visits, School Learning Improvement Plan reviews



Student Engagement

SEF Area of Focus: Student Engagement

Theory of Action: If we incorporate student motivation, engagement and voice into our school learning improvement plans then we will improve student achievement and well-being.

Goal: 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.

Targeted Evidence-Based Strategies/Actions

To motivate and engage students educators will:

- Continue to implement a transformative Catholic curriculum grounded in Gospel values and aimed at helping students attain the Ontario Schools Catholic Graduate Expectations.
- Actively and regularly invite student voice that reflects the diversity of the student population to inform school climate, instruction and program needs.
- Provide students with opportunities to demonstrate the knowledge and skills they are acquiring through independent problem solving and inquiry.
- Promote student choice and use a variety of texts that reflect student interests and diversity.
- Use a diversity of learning structures that promote collaboration and a safe learning environment.
- Use strategies of personalization and differentiation to meet the needs of the whole person (spiritual, social, emotional, physical and intellectual).
- Implement student self-assessment and planning tools (myBlueprint) to support students' review of their Annual Learning Plan.
- Ensure that classroom learning goals are built collaboratively and reflect the school learning plan.

Professional Learning Opportunities will include:

- Strategies to incorporate student voice into the classroom learning environment
- A focus on understanding student choice in curriculum activities at a Department Heads' Symposium
- Sessions to support student voice in implementing Catholic Social Justice initiatives
- Sessions to support student voice in implementing 21C competencies
- The implementation of a Peer Mentoring program in secondary schools
- Symposiums that support student voice such as the Mental Health and Student Success Symposiums
- Prevention/intervention programs that develop resiliency and self-regulations skills for students
- Sessions for administrators on incorporating student voice into the School Learning Improvement Plan

Resources

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
- Ontario Catholic School Graduate Expectations
- Ministry of Education K-12 Curriculum Documents
- Learning for All: A Guide for Effective Assessment and Instruction for All Students Kindergarten to Grade 12.
- Calm, Alert and Learning by Stuart Shanker
- TCDSB School Learning Improvement Planning
- Inquiry Minds by Jeffrey Wilhelm
- School Health Action Teams
- Literacy and Numeracy Secretariat Monograph – Student Voice
- Ministry In Conversation Monograph - Student Engagement: A Leadership Priority

Indicators of Success (Measures)

TCDSB student and staff surveys, EQAO student and teacher questionnaires, artefacts from schools, superintendent visits, School Learning Improvement Plan reviews



Curriculum Teaching and Learning

SEF Area of Focus: Curriculum Teaching and Learning

Theory of Action: If we create a culture of high expectations that supports the belief that all students can learn, progress and achieve then we can reduce learning gaps in numeracy and literacy.

Goal: All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.

Targeted Evidence-Based Strategies/Actions

To enable all students to reach their potential, educators will:

- Analyze data to identify strengths and learning gaps within each class/school.
- Set ambitious learning goals for school wide improvement.
- Identify specific students with learning gaps and plan appropriate interventions.
- Promote learning through student inquiry.
- Differentiate and personalize instructions for students.
- Emphasize the 21C competencies of self-regulation, knowledge construction and use of ICT for learning.
- Ask questions that facilitate critical thinking skills.
- Provide opportunities for student to share their learning through explanation and demonstration.
- Monitor student progress over time.
- Foster literacy and numeracy skills through a cross-curricular and interdisciplinary approach.
- Adopt a growth mindset amongst all staff in regards to student achievement.
- Use learning goals, co-construction of success criteria and descriptive feedback.
- Create conditions for developing imagination, creativity, innovation and risk-taking in the culture of the school.

Professional Learning Opportunities will include:

All professional development sessions related to curriculum will include strategies to support a culture of high expectations.

Professional Learning Sessions offered will address:

- Co-planning, co-teaching, co-learning and student observation.
- Focus on assessment for, as and of learning.
- Use of evidence-based strategies to provide focused literacy and numeracy instruction.
- Pedagogical content knowledge in mathematics.
- An inter-disciplinary cross-curricular approach to literacy and numeracy.
- The importance of providing effective feedback to foster a growth mindset.
- Differentiated instruction.
- Effective instructional strategies to meet the diverse and unique learning needs of sub-groups of students (ELL, Gender, Special Education, etc.).
- The need to support student learning through assessment procedures, 21C competencies, learning skills and the Ontario Catholic School Graduate Expectations.

Resources

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
- Ministry of Education K-12 Curriculum Documents
- All TCDSB support documents and resources specific to literacy and numeracy.
- *An Ethic of Excellence* by Ron Berger
- Ministry of Education Literacy and Numeracy Strategy
- Paying Attention to the Mathematics – Literacy and Numeracy Secretariat
- Leaders in Educational Thought – DVD Literacy and Numeracy Secretariat
- Math Study Groups: Learning in a Collaborative Culture of Inquiry, Study and Action
- Paying Attention to Literacy – Literacy and Numeracy Secretariat
- Adolescent Literacy Guide – Ministry of Education
- Learning for All: A Guide for Effective Assessment and Instruction for All Students Kindergarten to Grade 12

Indicators of Success (Measures)

Achievement data: EQAO measures; gaps – Special Education, ELL; credit accumulation; graduation rate

Perceptual data: Artefacts from schools, TCDSB student and staff surveys, EQAO teacher questionnaires, superintendent visits, School Learning Improvement Plan reviews



Pathways Planning and Programming

SEF Area of Focus: Pathways Planning and Programming

Theory of Action: If we provide students with opportunities to discover who they are and pursue their passion, then they will be engaged and empowered to design their own career pathway and fulfill the Ontario Catholic School Graduate Expectations.

Goal: All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.

Targeted Evidence-Based Strategies/Actions

Educators will:

- Incorporate into all curriculum areas the document Creating Pathways to Success: 4 inquiry questions for students: Who am I? What are my opportunities? Who do I want to become? What is my plan?
- Formulate a local Creating Pathways to Success implementation plan (either K-8 or 9-12) which includes the involvement of all programs across all subject areas in each school as well as community stakeholders.
- Assist students to develop and review an “All About Me” portfolio (K-6) or an Individual Pathways Plan (7-12) using myBlueprint.
- Provide meaningful opportunities for students to explore various pathways and destinations through planned and purposeful experiential learning tasks, either individually, in small groups or as class projects including job shadowing or as cooperative education courses.
- Support students and their families in understanding the full range of pathways, programs, options and supports available.
- Support expansion and implementation of Specialist High Skills Major programs within sectors and communities based on student interests, needs and community support.

Professional Learning Opportunities will include:

- Supports for teachers of K-6 by elementary Guidance Counsellors to assist students in developing a portfolio related to pathway planning (pilot use of electronic All About Me within myBlueprint for 14/15 for full implementation in 15/16)
- Support for teachers of gr 7 for the implementation and review of electronic Individual Pathway Plans—through the use of myBlueprint
- Supports for Grade 10 Career Studies teachers to ensure that programs include planning, implementation and review of electronic Individual Pathway Plans
- Procedures for online course selection, educational planning and appropriate inclusion for parents as partners in this process (target audience includes secondary guidance counsellors, student success teachers, special education teachers, librarians and administrators)
- Time for teachers to identify sites/locations and guest speakers to help infuse experiential learning opportunities within curriculum areas
- Embedding student voice and choice into appropriate learning opportunities at Student Success Regionals (9-12) and Symposia (7-12)
- Promotion of the efficacy and awareness of Specialist High Skills Major, Ontario Youth Apprenticeship and Dual Credit Programs
- Emphasis of the 21C competency: use of ICT for learning, including blended learning for students to develop and reflect upon in-school and out-of-school learning experiences
- Promotion of Cooperative Education to staff, parents and families to understand the efficacy of experiential learning for all pathways

Resources

- Creating Pathways to Success: Policy and Program Requirements, Kindergarten to Grade 12 (2013)
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
- Learning for All: A guide for effective assessment and instruction for all students K-12
- www.OSCA.ca
- www.myBlueprint.ca/TCDSB
- www.edu.gov.on.ca/morestudentsuccess/SHSM.asp
- www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html
- <http://www.edugains.ca>
- Student Success SharePoint website
- Career Studies (GLC20): an interactive guide (available on TCDSB intranet Sharepoint site)
- Skills for Life – Your Future, Your Choice: Educator Resources and Student Handbook
- Explore and Discover: A resource document for teachers and students of grades 1-6
- Workplace Learning: Exploring Opportunities (Teacher resource for Implementing Job Shadowing, Job Twinning and Work Experiences)
- Designing for Success – A guide for Planning Experiential Learning Programs (OCEA 2009)
- www.tcdsb.org Guidance and Career Education; Pathways; Student Success; OYAP; Co-operative Education
- Program and Course Calendars, TCDSB Parent Transition Guides and Student After 8 Transition Guides

Indicators of Success (Measures)

TCDSB student and staff surveys, EQAO student questionnaire, artefacts from schools, superintendent visits, School Learning Improvement Plan reviews



Home, Parish, School and Community Partnerships

SEF Area of Focus: Home, Parish, School and Community Partnerships

Theory of Action: If we commit to the development of partnerships with parents, guardians, family, parish and community members to support student achievement and well-being, then our schools become increasingly positive and productive places in which to learn, grow and teach.

Goal: 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.

Targeted Evidence-Based Strategies/Actions	Professional Learning Opportunities will include:	Resources
<p>Educators will:</p> <ul style="list-style-type: none"> • Provide resources that support parent engagement so that all are welcomed and valued as partners in student learning. • Ensure that school communication with parents is ongoing and timely. • Provide an ongoing assessment of parent and community engagement. • Ensure that the cultural and linguistic diversity of the school and community is recognized and respected. • Allow for parents, parish members and community partners to contribute to various activities and learning opportunities. • Schedule appropriate learning opportunities for parents such as literacy and numeracy nights, career fairs and charity events to help parents and community members support student learning. • Ensure that processes are in place to establish community partnerships (e.g. co-op placements, Public Health Units, ShareLife, and School College Work Initiative). • Provide information about student transitions (i.e. home to school, elementary to secondary, etc.). • Create meaningful structures that allows for effective collaboration with all stakeholders. 	<ul style="list-style-type: none"> • Community learning sessions in literacy and numeracy to be held throughout various locations of the TCDSB to enhance learning in order to support students at home and in school. • CSAC's sessions to become familiar with and provide input to the school learning and improvement plans. • Dialogue with staff and CSAC's to increase parent involvement to support student achievement and well-being. • Welcome initiatives to support new families to our Catholic school communities. • Mentoring opportunities so that community, parish and parent members are invited to contribute in various activities and learning sessions (e.g., reading mentors, math coaches, co-op employers). • Dialogue with community organizations so that students and their families have access to programs and services during and outside school hours. 	<ul style="list-style-type: none"> • Growing Success: Assessment, Evaluation and Reporting in Ontario Schools • Ministry of Education K-12 Curriculum Documents • Capacity Building Series K-12: Parent Engagement • Ministry of Education: Parent Engagement Policy • The Assembly of Catholic Bishops of Ontario • Fully Alive Program TCDSB • Religious Education Program (Born of the Spirit; We are Strong Together) • On line versions of the TCDSB Catholic Social Teaching, Virtues of the Month and Ontario Catholic School Graduate Expectations • Ministry of Education: Creating Pathways to Success
<p>Indicators of Success (Measures) TCDSB staff surveys, artefacts from schools and central departments, superintendent visits, School Learning Improvement Plan reviews</p>		

*The use of the term "parent" would include guardian and any other appropriate caregiver

SYSTEM TARGET GOAL



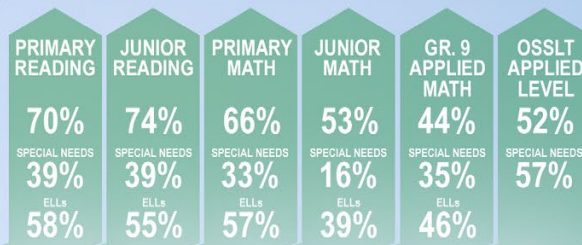
*'Be ambitious for the higher gifts.
And I am going to show you a way that is better than any of them.'*
- St Paul to the Corinthians 12:31

As with any flight path, one needs a horizon on which to set one's sight. While our horizon is, fundamentally, Christ's revealed Word, one critical and ambitious target with respect to student achievement is to meet or surpass the provincial goal of 75% on all EQAO indicators in mathematics and literacy. To achieve this goal, school communities will continue to set ambitious goals for developing the learning skills and work habits for students as they are delineated through the Catholic School Graduate Expectations. In particular, as our data indicate, we will need to redouble our efforts with English language learners and students with special needs.

It is worth noting that while EQAO is but one indicator, it is a proven indicator for a successful trajectory for our students' lifelong success. Important as the EQAO target is, however, it does not stand alone.



75%

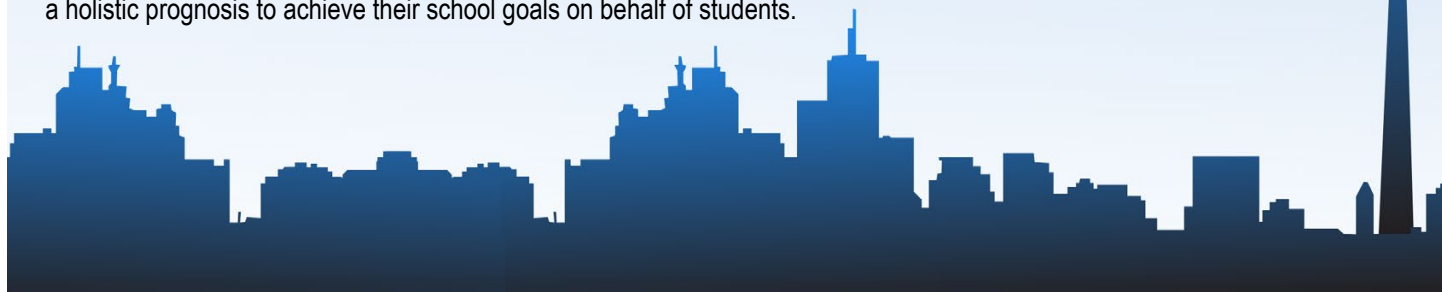


IN GRADES 3 AND 6 WRITING, IN GRADE 9 ACADEMIC MATH, AND IN OSSLT ACADEMIC LEVEL, WE HAVE SURPASSED THE BOARD TARGET.

This plan contains eight goals. When one examines our indicators for these goals, our expectation **is for all to rise**. These indicators of success, whether they are achievement or perceptual measurements, give us the information that we are on the right course and at the right altitude. As all indicators rise, they converge on our true horizon, exceeding the EQAO goal and meeting our gospel mission for students to grow in grace and knowledge.

SCHOOL TARGET GOALS:

For our schools both the achievement and perceptual data are inclusive and divergent, acknowledging multiple, various sources which schools may consider, going beyond achievement indicators, to surveys, observations and samples of student work. Collectively, these data sources allow schools the opportunity to measure precisely, diagnose, and offer then a holistic prognosis to achieve their school goals on behalf of students.



DATA SOURCES: MULTIPLE MEASURES TO INFORM LEARNING AND IMPROVEMENT PLANS K - 12



A. ACHIEVEMENT *(What do we know about student achievement?)*

Provincial Indicators

1. EQAO Results

Percentage of all TCDSB students at level 3 and 4:	2011-2012	2012-2013	2013-2014
Primary Reading	66%	67%	70%
Junior Reading	71%	72%	74%
Primary Writing	79%	79%	81%
Junior Writing	76%	78%	81%
Primary Mathematics	68%	67%	66%
Junior Mathematics	58%	55%	53%
Grade 9 Applied Mathematics	39%	40%	44%
Grade 9 Academic Mathematics	83%	84%	83%

Percentage of participating TCDSB students successful:	2011-2012	2012-2013	2013-2014
OSSLT (Applied level)	52%	50%	52%
OSSLT (Academic level)	93%	93%	93%
OSSLT	82%	82%	84%

Gaps - Special Education, ELL

Percentage of all TCDSB students at level 3 and 4:	Special Needs			ELLs		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Primary Reading	28%	33%	39%	50%	50%	58%
Junior Reading	35%	35%	39%	50%	56%	55%
Primary Mathematics	34%	33%	33%	53%	53%	57%
Junior Mathematics	20%	15%	16%	43%	46%	39%
Grade 9 Applied Mathematics	28%	32%	35%	40%	43%	46%

Percentage of participating TCDSB students successful:	Special Needs			ELLs		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
OSSLT	53%	54%	57%	70%	71%	77%

2. Credit Accumulation

TCDSB	2011-2012	2012-2013	2013-2014
Grade 9 (8 or more credits)	83%	84%	86%
Grade 10 (16 or more credits)	72%	77%	77%

3. Graduation Rates

	2007-2008	2008-2009	2009-2010
Percentage of TCDSB students graduating	79%	80%	81%

NOTE: This is a 5 year Graduation Rate; The year reported is based on student's cohort year; only students graduating from a TCDSB school as of June 30 with a diploma or certificate are included.

Board and Classroom Measures: CAT4, Running Records, Report Card Marks, Learning Skills, Pass/Fail Rates, etc.
Review data on the TCDSB Data Integration Platform (DIP)

B. CONTEXTUAL *(Who are our students?)*

- EQAO** - Percentage of females and males, ELLs, students with special needs, students born outside of Canada, first language learned at home, language spoken at home, school mobility, exemption rate, rate of deferrals
- DIP** - School Demographics, EDI, System-wide surveys (student background), Attendance

C. PERCEPTUAL - Sample of surveys and items *(What do we know about student/teacher attitudes and behaviours?)*

STUDENT SURVEYS							
	SCCSC	MSMV	ST	EQAO SQ			
				Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
A. Nurturing Our Catholic Community	Q25f	Q26ai, Q26aii, Q26k	-	-	-	-	-
B. Staff Engagement and Well-being	-	-	-	-	-	-	-
C. Assessment For, As and Of Learning	Q25w	Q23k, Q25b, Q25c, Q26i	-	CogL2, CogL6, CogM1, CogM2	CogL2, CogL6, CogM1, CogM2	DM2	DM2
D. School and Classroom Leadership	-	-	-	-	-	-	-
E. Student Engagement	Q20, Q25i	Q13, Q26f, Q20a, Q20b, Q26c, Q26d	Q23, Q32g	SeR1, SeQ1, SeM1	SeR1, SeQ1, SeM1	SaM1, SaM4	SaM1, SaM4
F. Curriculum Teaching and Learning	Q25j, Q25s, Q25u	Q22a, Q23f, Q23g, Q23i, Q25d, Q26g	Q33a	-	-	-	-
G. Pathways Planning and Programming	Q25e, Q25x	Q23l, Q25e, Q25g	-	-	-	SaM8, SaM9, SaM10, SaM11	SaM8, SaM9, SaM10, SaM11
H. Home, Parish, School and Community Partnerships	-	-	-	-	-	-	-

TEACHER SURVEYS							
	EQAO TQ				SS Year-end	MYSP*	SEF**
	Grade 3*	Grade 6*	Grade 9 Academic*	Grade 9 Applied*			
A. Nurturing Our Catholic Community	-	-	-	-	Q1, Q42	-	-
B. Staff Engagement and Well-being	-	-	-	-	Q34a, Q34b, Q37, Q38, Q39, Q40, Q41, Q43	-	-
C. Assessment For, As and Of Learning	Q5e, Q5i	Q5e, Q5i	Q6e, Q6i	Q6e, Q6i	Q11, Q23b	Q8	1.1, 1.2, 1.3, 1.4, 1.5
D. School and Classroom Leadership	Q3e, Q3f, Q3g, Q3h, Q2f, Q2l, Q2r	Q3e, Q3f, Q3g, Q3h, Q2f, Q2l, Q2r	Q3e, Q3f, Q3g, Q3h, Q2f	Q3e, Q3f, Q3g, Q3h, Q2f	Q28, Q29, Q32, Q42	Q30	2.2, 2.5
E. Student Engagement	Q6c, Q6l	Q6c, Q6l	Q7c, Q7k	Q7c, Q7k	Q12, Q36, Q13	Q10	3.1, 3.2, 3.4
F. Curriculum Teaching and Learning	Q4c, Q4d, Q4e	Q4c, Q4d, Q4e	Q4c, Q4d, Q4e	Q4c, Q4d, Q4e	Q2, Q7, Q10, Q18, Q20	-	4.1, 4.3, 4.5, 4.6
G. Pathways Planning and Programming	-	-	-	-	Q26, Q21	Q1, Q7, Q9	5.2, 5.4
H. Home, Parish, School and Community Partnerships	-	-	-	-	Q3	Q3	6.3, 6.4

NOTE: SCCSC = *Safe and Caring Catholic School Climate*; MSMV = *My School My Voice*; ST = *Student Transition: Your Move to High School*; EQAO SQ = *EQAO Student Questionnaire* (e.g., CogL2 = *Cognitive strategies used in language item 2*); EQAO TQ = *EQAO Teacher Questionnaire*; SS Year-end = *Student Success Year-end*; MYSP = *Multi-year Strategic Plan*; SEF = *School Effectiveness Framework Self-assessment*

*Only a Board Report is available

**SEF School Reports are part of the District Review process

(See Appendix A for detailed results)



D. OTHER EVIDENCE

School/classroom artefacts

- School Learning and Improvement Plans (SLIP)
- Student work
- Observations
- Learning walks
- Etc.

Program Data (*How are our programs and services promoting successful outcomes for all students?*)

- Program offerings (e.g., SHSM, OYAP, etc.)
- Curriculum implementation
- Assessment practices
- Central Department list of authentic, experiential learning and leadership opportunities
- myBlueprint Student Exit surveys
- Individual Pathway Plan (IPP) completion statistics
- Etc.

Collaborative Inquiries (classroom, school, board, province)

Superintendent visits

Etc.



APPENDIX A

A. NURTURING OUR CATHOLIC COMMUNITY



Student Surveys:

Safe and Caring, Catholic School Climate Survey (SCCSC):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
25f. My school promotes Catholic values and practices.	51%	43%	3%	1%	3%

My School My Voice (MSMV):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
26a. Our school promotes:					
i.) Catholic values and virtues	43%	41%	5%	2%	9%
ii.) Catholic practices (e.g. masses, prayers, etc.)	44%	40%	5%	2%	9%
26k. Our school meets the spiritual needs of students and provides spiritual direction and guidance.	23%	50%	13%	5%	10%

Teacher Surveys:

Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Principles:					
1. Our moral imperative as educators is grounded in Catholic traditions.	42%	50%	5%	2%	1%
42. There is a strong culture of collaboration within our Catholic school community.	22%	48%	19%	6%	5%

B. STAFF ENGAGEMENT AND WELL-BEING



Student Surveys: There are no samples for this section.

Teacher Surveys:

Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Professional Learning:					
34. a) Department dialogue, collaboration, and meetings occur regularly.	30%	46%	14%	4%	6%
34. b) Dialogue and collaboration between departments occur regularly.	17%	37%	29%	9%	7%



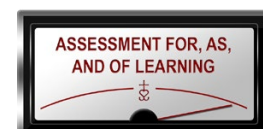
Student Success Year-End (SS Year-End) continued:

	Always	Most of the time	Often	Sometimes	Once in a while	Not at all	No Response
Stress & Satisfaction							
37. I am satisfied with the amount of involvement I have in decisions that affect my work.	14%	37%	13%	15%	8%	8%	6%
38. I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job.	16%	25%	11%	17%	12%	13%	6%
39. In the last 6 months, too much time pressure at work has caused me worry, "nerves" or stress.	10%	13%	17%	26%	18%	10%	6%
40. In the last 6 months, I have experienced worry, "nerves" or stress from mental fatigue at work.	10%	13%	17%	23%	19%	12%	7%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
41. Staff contributions to support the overall goals and objectives of the school are valued and deemed important.	23%	52%	14%	6%	5%
43. I have an opportunity to collaborate in my school community.	27%	53%	10%	4%	5%

C. ASSESSMENT FOR, AS AND OF LEARNING:

Student Surveys:



Safe and Caring, Catholic School Climate Survey (SCCSC):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
25w. I understand learning goals and success criteria.	43%	49%	4%	1%	3%

My School My Voice (MSMV):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
23k. I understand learning goals and success criteria.	21%	60%	8%	2%	9%
	Very Much	Quite a Bit	Some	Very Little	No Response
25. To what extent does your school emphasize each of the following?					
b. Giving and receiving timely feedback on how to improve my work.	20%	39%	24%	8%	9%
c. Gathering information about my learning before, during and at the end or near the end of a unit of study.	20%	38%	24%	8%	10%
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
26i. Students are given time and opportunity to revise and upgrade their work for their own learning.	19%	51%	15%	5%	10%



EQAO Student Questionnaires (EQAO SQ):

	Most of the Time	Sometimes	Never	Blank or Ambiguous Response
Cognitive strategies used in language				
I make sure I understand what I am reading.				
Grade 3	64%	30%	3%	2%
Grade 6	68%	29%	2%	1%
I organize my ideas before I start to write.				
Grade 3	41%	46%	11%	2%
Grade 6	34%	55%	10%	1%
Cognitive strategies used in mathematics				
I read over the mathematics problem first to make sure I know what I am supposed to do.				
Grade 3	65%	30%	3%	2%
Grade 6	76%	22%	1%	1%
I think about the steps I will use to solve a mathematics problem.				
Grade 3	41%	49%	8%	2%
Grade 6	45%	50%	5%	1%

	Very Often	Often	Sometimes	Never or Almost Never	Blank or Ambiguous Response
Doing mathematics					
I check my mathematics answers to see if they make sense.					
Grade 9 Applied	20%	43%	31%	4%	2%
Grade 9 Academic	30%	44%	22%	3%	2%

Teacher Surveys:

EQAO Teacher Questionnaires (EQAO TQ):

	Grade 3	Grade 6
5. How have you used the EQAO sample student assessments and scoring guides this year?		
<i>Independently</i> e. To inform classroom instruction	77%	72%
<i>With a school team</i> i. To inform classroom instruction	29%	26%
	Grade 9 Applied	Grade 9 Academic
6. How have you used the EQAO sample student assessments and scoring guides this past semester or year?		
<i>Independently</i> e. To inform classroom instruction	76%	83%
<i>With a school team</i> i. To inform classroom instruction	39%	30%



Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Supporting Students:					
11. Multiple opportunities exist for students to produce and present their work prior to final evaluation (formative assessment).	41%	50%	7%	1%	1%
Student Success and Ministry Initiatives:					
23b. My department is working towards implementing Learning Goals and Success Criteria.	32%	52%	10%	1%	6%

Multi-Year Strategic Plan (MYSP):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
8. Students, staff and parents share a common understanding of the concept of learning goals and related success criteria.	20%	48%	24%	3%	5%

D. SCHOOL AND CLASSROOM LEADERSHIP:



Student Surveys: There are no samples for this section.

Teacher Surveys:

EQAO Teacher Questionnaires (EQAO TQ):

	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	No Response/ Ambiguous Response
2. To what extent do you agree or disagree with the following statements about your school's improvement goals in literacy and mathematics this year?				
<i>For reading:</i>				
f. I had the opportunity to participate in decisions about the school's improvement goals.				
Grade 3	68%	22%	8%	2%
Grade 6	73%	17%	6%	4%
<i>For writing:</i>				
l. I had the opportunity to participate in decisions about the school's improvement goals.				
Grade 3	67%	23%	8%	2%
Grade 6	72%	18%	6%	4%
<i>For mathematics:</i>				
I had the opportunity to participate in decisions about the school's improvement goals.				
2r. Grade 3	69%	21%	8%	2%
2r. Grade 6	75%	16%	5%	4%
2f. Grade 9 Applied	59%	29%	11%	1%
2f. Grade 9 Academic	67%	19%	13%	0%



EQAO Teacher Questionnaires (EQAO TQ) continued:

	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	No Response/ Ambiguous Response
3e. There is co-operation at this school among students.				
Grade 3	80%	15%	5%	1%
Grade 6	78%	13%	6%	3%
Grade 9 Applied	86%	14%	0%	0%
Grade 9 Academic	94%	4%	1%	1%
3f. There is co-operation at this school among teachers.				
Grade 3	83%	11%	4%	2%
Grade 6	80%	12%	5%	3%
Grade 9 Applied	82%	15%	1%	1%
Grade 9 Academic	88%	6%	5%	1%
3g. There is co-operation at this school among all staff members.				
Grade 3	71%	18%	9%	2%
Grade 6	68%	22%	7%	3%
Grade 9 Applied	79%	12%	9%	0%
Grade 9 Academic	77%	13%	10%	0%
3h. There is co-operation at this school between students and teachers.				
Grade 3	87%	8%	3%	2%
Grade 6	84%	9%	3%	5%
Grade 9 Applied	91%	8%	0%	1%
Grade 9 Academic	93%	4%	1%	1%

Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Professional Learning:					
28. Members of my department engage in Professional Learning Teams, where collaboration for student achievement and success is a consistent focus.	25%	47%	18%	3%	7%
29. Members of my department are collaboratively engaged in Professional Learning cycles, (i.e. plan, act, observe, reflect).	21%	46%	22%	4%	7%
32. Members of my department participate in some or all of the following: lesson studies, co-teaching, and/or a mentoring coach model by visiting each other's classrooms.	19%	42%	24%	5%	9%
42. There is a strong culture of collaboration within our Catholic school community.	22%	48%	19%	6%	5%



Multi-Year Strategic Plan (MYSP):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
30. There is a strong culture of collaboration within our Catholic educational community.	21%	49%	20%	8%	3%

E. STUDENT ENGAGEMENT:

Student Surveys:



Safe and Caring, Catholic School Climate Survey (SCCSC):

	I love school	I like school	I don't really care either way	I don't like school	No Response
20. How do you feel about school?	18%	55%	17%	7%	3%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
25i. Students' opinions are encouraged and included in all parts of school life.	29%	54%	11%	3%	3%

My School My Voice (MSMV):

	I love school	I like school	I don't really care either way	I don't like school	No Response
13. How do you feel about school?	9%	43%	29%	15%	4%

	Very Important	Somewhat Important	Not Very Important	Not at all Important	No Response
20. In school, how important to you are the following?					
a. Participating in extracurricular activities	24%	39%	21%	11%	5%
b. Joining sports teams	21%	29%	28%	18%	5%
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
26c. There are optional programs available to meet my needs.	22%	51%	14%	4%	10%
26d. There are leadership opportunities available to all students.	27%	46%	13%	5%	10%
26f. Students' opinions are encouraged and included in all parts of school life.	18%	48%	19%	6%	10%

Student Transition: Your Move to High School (ST):

	I love high school	I like high school	I don't really care either way	I don't like high school	No Response
23. How do you feel about high school right now?	27%	53%	12%	4%	5%
	Very Important	Somewhat Important	Not Very Important	Not At All Important	No Response
32. In high school, how important is it to you to:					
g. Express your opinions in class	35%	48%	12%	3%	2%



EQAO Student Questionnaires (EQAO SQ):

	Most of the Time	Sometimes	Never	Blank or Ambiguous Response
Student engagement				
<i>I like to read.</i>				
Grade 3	43%	53%	2%	1%
Grade 6	40%	58%	3%	<1%
<i>I like to write.</i>				
Grade 3	50%	42%	6%	2%
Grade 6	41%	52%	7%	<1%
<i>I like mathematics.</i>				
Grade 3	59%	31%	8%	2%
Grade 6	48%	40%	11%	1%

	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Blank or Ambiguous Response
Students' attitudes toward mathematics				
<i>I like mathematics.</i>				
Grade 9 Applied	42%	33%	24%	1%
Grade 9 Academic	58%	27%	15%	<1%
<i>Mathematics is one of my favourite subjects.</i>				
Grade 9 Applied	25%	23%	50%	1%
Grade 9 Academic	42%	22%	35%	<1%

Teacher Surveys:

EQAO Teacher Questionnaires (EQAO TQ):

	Grade 3	Grade 6
6. How have you used EQAO data (demographic data, assessment and questionnaire results) this year?		
<i>Independently</i> c. To learn more about students at the school (e.g. attitudes, activities outside school)	36%	40%
<i>With a school team</i> l. To learn more about students at the school (e.g. attitudes, activities outside school)	38%	36%
	Grade 9 Applied	Grade 9 Academic
7. How have you used EQAO data (demographic data, assessment and questionnaire results) this past semester or year?		
<i>Independently</i> c. To learn more about students at the school (e.g. attitudes, activities outside school)	30%	30%
<i>With a school team</i> k. To learn more about students at the school (e.g. attitudes, activities outside school)	31%	32%



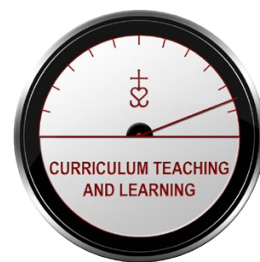
Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
12. Our school culture provides strategic and systemic focus on student engagement.	36%	51%	10%	2%	1%
13. Extracurricular activities such as sports, clubs, and the arts, are available to all students, to help increase student engagement.	66%	29%	3%	1%	1%
Professional Learning:					
36. Members of my department are provided with resources (professional development, materials, time) to support student engagement.	21%	48%	18%	6%	7%

Multi-Year Strategic Plan (MYSP):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
10. The TCDSB accommodates the broad range of student needs to fully engage in their learning.	26%	52%	16%	4%	2%

F. CURRICULUM TEACHING AND LEARNING



Student Surveys:

Safe and Caring, Catholic School Climate Survey (SCCSC):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
25j. I feel that in school, I am expected to succeed.	54%	39%	4%	1%	3%
25s. I feel that I can be successful in my school work.	56%	38%	3%	1%	3%
25u. My school work is challenging and makes me want to try hard.	31%	50%	13%	3%	3%

My School My Voice (MSMV):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
22a. My teachers have high expectations for me.	26%	52%	11%	3%	8%
23f. I put forth a great deal of effort when doing my school work.	23%	48%	17%	4%	9%
23g. I feel that I can be successful in my school work.	36%	47%	7%	3%	9%
23i. My school work is challenging and makes me want to try hard.	14%	44%	27%	6%	9%
	Very Much	Quite a Bit	Some	Very Little	No Response
25. To what extent does your school emphasize each of the following?					
d. Recognizing excellence in all levels of study.	26%	38%	20%	7%	10%
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
26g. There is a strong belief in my school that all students can learn.	26%	51%	10%	4%	10%



Student Transition: Your Move to High School (ST):

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Response
33a. Staff in my school have high expectations for me.	37%	52%	8%	1%	2%

Teacher Surveys:

EQAO Teacher Questionnaires (EQAO TQ):

	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	No Response/ Ambiguous Response
4c. Quality work is expected from all students.				
Grade 3	89%	8%	2%	1%
Grade 6	83%	11%	3%	4%
Grade 9 Applied	90%	10%	0%	0%
Grade 9 Academic	84%	10%	5%	1%
4d. The school culture promotes success for all students.				
Grade 3	88%	9%	1%	2%
Grade 6	85%	8%	3%	4%
Grade 9 Applied	92%	8%	0%	0%
Grade 9 Academic	90%	6%	4%	0%
4e. The school expects teachers to differentiate instruction to meet the needs of all students.				
Grade 3	98%	1%	0%	1%
Grade 6	90%	6%	1%	4%
Grade 9 Applied	91%	8%	1%	0%
Grade 9 Academic	93%	5%	1%	1%

Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Principles:					
2. Members of my department are informed about the principles and philosophy of Student Success.	37%	51%	9%	2%	1%
7. Student's belief and confidence in their ability to succeed is emphasized.	41%	50%	6%	2%	1%
Supporting Students:					
10. Differentiated instruction is effectively implemented to address the needs of all students.	26%	57%	13%	2%	1%
18. Members of my department use various forms of technology to support student learning.	28%	54%	13%	4%	1%
Student Success and Ministry Initiatives:					
20. Members of my department are familiar with the principles of Learning For All.	24%	50%	18%	3%	6%



G. PATHWAYS PLANNING AND PROGRAMMING



Student Surveys:

Safe and Caring, Catholic School Climate Survey (SCCSC):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
25e. It is important to take part in events that help us learn about different jobs or careers.	48%	45%	4%	1%	3%
25x. I am familiar with the Ontario Catholic School Graduation Expectations. (Grade 8 Only)	32%	48%	14%	4%	3%

My School My Voice (MSMV):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
23l. I am familiar with Ontario Catholic Graduate Expectations.	26%	48%	12%	5%	9%
	Very Much	Quite a Bit	Some	Very Little	No Response
25. To what extent does your school emphasize each of the following?					
e. Recognizing excellence in all program pathways.	25%	38%	21%	6%	10%
g. Continuing my education (college, career training, etc.)	43%	33%	11%	4%	10%

EQAO Student Questionnaires (EQAO SQ):

	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Blank or Ambiguous Response
Students' attitudes toward mathematics				
The mathematics I learn now is useful for everyday life.				
Grade 9 Applied	44%	31%	24%	1%
Grade 9 Academic	35%	32%	32%	1%
The mathematics I learn now helps me do work in other subjects.				
Grade 9 Applied	46%	31%	22%	1%
Grade 9 Academic	54%	25%	20%	1%
I need to do well in mathematics to study what I want later.				
Grade 9 Applied	57%	26%	15%	1%
Grade 9 Academic	66%	22%	11%	1%
I need to keep taking mathematics for the kind of job I want after I leave school.				
Grade 9 Applied	50%	28%	20%	1%
Grade 9 Academic	59%	27%	14%	1%



Teacher Surveys:

Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Student Success and Ministry Initiatives:					
21. Members of my department are familiar with Ontario Catholic School Graduate Expectations.	40%	49%	4%	1%	6%
26. In my department, credits earned through co-op placements are viewed as having equal status as other credits earned.	35%	47%	8%	3%	7%

Multi-Year Strategic Plan (MYSP):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. Student learning is rooted in gospel values and informed by the Ontario Catholic School Graduate Expectations.	36%	55%	6%	1%	2%
7. Members of our school community are familiar with the Ontario Catholic School Graduate Expectations.	22%	54%	15%	3%	6%
9. Teaching strategies that support strong student learning are routinely used to help students meet the Ontario Catholic School Graduate Expectations.	27%	58%	9%	2%	4%

H. HOME, PARISH, SCHOOL AND COMMUNITY PARTNERSHIPS



Student Surveys: There are no samples for this section.

Teacher Surveys:

Student Success Year-End (SS Year-End):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Principles:					
3. Information about Student Success initiatives is communicated to all students and parents, so they are clear about options available.	22%	54%	19%	3%	2%

Multi-Year Strategic Plan (MYSP):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3. There is a strong sense of partnership between home, school and parish in our community.	24%	49%	21%	5%	2%