



## Catholic Board Improvement Learning Cycle

### YEAR IN REVIEW 2018-2019



*"For the promise is for you, for your children, and for all who are far away, everyone whom the Lord our God calls to him." Acts 2:39*



**Dufferin-Peel  
Catholic District  
School Board**

**Extraordinary lives start with a great Catholic education.**



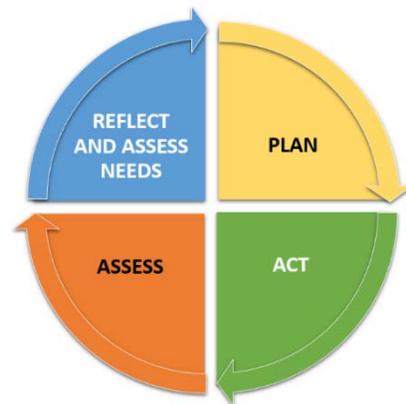
## LEARNING AND IMPROVING IN THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

*“God has made us what we are, and in our union with Christ Jesus he has created us for a life of good deeds, which he has already prepared for us to do.”*

Ephesians 2:10

Our mission as members of the Catholic community calls all individuals in the system to contribute to an environment that supports a responsive, equitable, inclusive, and caring culture of learning. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring that every individual comes to realize their full potential, in mind, body, and soul to the fullness of life. To support this achievement, DPCDSB’s *Strategic System Plan 2014-2019*, developed by our Board of Trustees, identifies identified seven core principles: Catholicity, Catholic Learning Environment, Catholic Community Engagement, Parish-Home-School Relations, Stewardship of Our Physical Environment, Technology, and Sacredness of Our Environment.

These core principles align to DPCDSB’s identity as a Catholic institution, as well as our commitment to supporting achievement, equity and inclusive education, well-being, and public confidence in publicly-funded Catholic education. The 2018-2019 Catholic Board Improvement Learning Cycle (CBILC) represents the system response to the final year of Trustees’ *Strategic System Plan 2014-2019*. The CBILC details how the DPCDSB community has worked to achieve the Trustee’s strategic directions through annual goals, action plans, expected practices, and evidence of impact. Implementation and monitoring of the CBILC uses a four-phase improvement learning cycle consisting of: **Reflect and Assess Needs, Plan, Act, and Assess.**



This document highlights a number of items used to monitor the impact of school and system actions to support the achievement the system’s goals throughout the 2018-2019 school year. These findings have informed the development of the new *Multi-Year Strategic Plan (MYSP) 2019-2023*. The new MYSP has five core values that frame the essence of our work as a Catholic learning community: **Believe, Excel, Respect, Thrive, and Trust.** Future annual CBILCs will be aligned to support all learners across these five core values outlined on the following page.



VALUES	KEY GOALS
BELIEVE	<ul style="list-style-type: none"> <li>• Increase, among all learner groups, student application of scripture, sacramental life, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.</li> <li>• Enhance positive staff perceptions regarding DPCDSB Catholic Community, Culture and Caring.</li> <li>• Enhance positive parent perceptions of student faith formation in DPCDSB schools.</li> </ul>
EXCEL	<ul style="list-style-type: none"> <li>• Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in literacy and numeracy.</li> <li>• Increase student critical thinking, communication, collaboration, creativity, and innovation among all learner groups (e.g., by uplifting Global Competencies and through deep connections to the Ontario Catholic School Graduate Expectations).</li> <li>• Elevate organizational effectiveness (e.g., innovation of corporate practices, technology and infrastructure, in support of improved outcomes for all).</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>• Enrich students' sense of connection to their Catholic community and sense of belonging (e.g., reduce student experience of aggressive behaviours).</li> <li>• Increase sense of belonging among students and staff from equity-seeking groups, by uplifting the voices of all.</li> <li>• Increase staff awareness, and reduce experience of, discrimination and harassment.</li> </ul>
THRIVE	<ul style="list-style-type: none"> <li>• Increase student engagement (i.e., academic, social, and intellectual) and well-being for all learner groups.</li> <li>• Enhance student application of Catholic digital citizenship, with particular emphasis on collaboration.</li> <li>• Increase awareness of, and accessibility to mental health and well-being supports for all members of the DPCDSB community.</li> <li>• Enhance safety and security measures to support the well-being of all (e.g., physical environment and technology infrastructure; data integrity and privacy information management).</li> <li>• Increase staff well-being and belonging (e.g., work-life balance, organizational culture, workload management).</li> </ul>
TRUST	<ul style="list-style-type: none"> <li>• Increase confidence in stewardship of resources (e.g., human, financial, physical and technology).</li> <li>• Promote practices that value the sacredness of creation (e.g., intentionally reduce energy, use of disposable water bottles, paper consumption, and waste production).</li> <li>• Enhance engagement of schools with a wide variety of community partners and parishes.</li> <li>• Increase operational and customer service quality (e.g., community and staff perceptions of service levels; alignment of DPCDSB practices with all Ministry of Education requirements).</li> </ul>

**Goal:** There will be an increase in student knowledge, understanding, and application of scripture, sacramental life, and Catholic social teaching to daily life.

### What we did...

- ✓ Provided adult faith opportunities to support application of scripture, sacrament, and Catholic social teaching to daily life.
- ✓ Focus on helping students understand scripture as central to faith, sacrament, and Catholic social teaching.
- ✓ Help students connect authentically to scripture, sacrament, and Catholic Social Teaching.

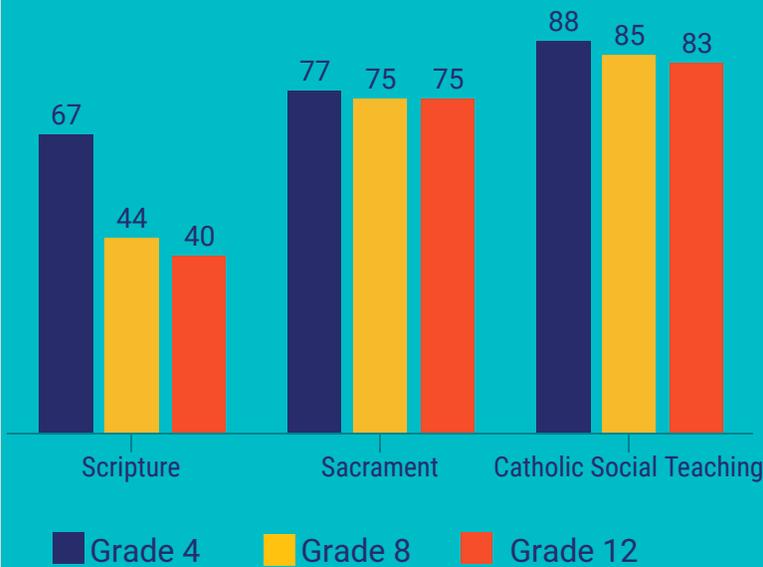
### What data informed us...



Ontario  
Catholic School  
Graduate  
Expectations  
Survey of  
Grades 4, 8, 12

### What we found...

Students with High OCSGE Scale Scores (%)



**Scripture** provides us with the foundation of our faith. We are called to continue to support students to use the teachings from scripture to guide their daily choices and actions.



**Sacrament** reflects a commitment to Christian living. DPCDSB continues to support students to be fair, collaborative, and responsible, and to model Christ in their interactions with others.



**Catholic Social Teaching** focuses on putting our faith into action. Students in DPCDSB continue to receive many opportunities to grow in faith through the concrete actions of Catholic Social Teaching activities.

### What next...

- ✓ Focus on resources and strategies to enhance faith formation for all students and staff.
- ✓ Continue helping students understand scripture as central to faith, sacrament, and Catholic social teaching.
- ✓ Identify and address injustices, both systemic and individual
- ✓ Support understanding of the sacredness of all life and the environment as God's creation.

# Catholic Learning Environment: Literacy

**Goal:** There will be an increase in the proportion of students achieving the provincial standard in literacy and numeracy.

## What we did...

- ✓ Used a variety of assessment for learning to inform responsive next steps to support individual student learning.
- ✓ Aligned assessment and instruction to the four areas of the achievement chart.
- ✓ Developed and monitored assessment of student demonstration of critical thinking, math processes, and engagement

## What data informed us...




EQAO  
Assessments  
and the OSSLT

Student and  
Teacher Literacy  
Attitudes Surveys

## What we found...

Education Quality and  
Accountability Office



## Educator Survey of Literacy Attitudes and Practices



**80%**

Level 3 or 4 EQAO  
primary reading.

**84%**

Level 3 or 4 EQAO  
junior reading.



**88%**

High scores for  
personalization of instruction  
in **literacy**.



**76%**

Level 3 or 4 EQAO  
primary writing.

**86%**

Level 3 or 4 EQAO  
junior writing.



**86%**

High scores for supporting  
student critical thinking in  
**literacy**.



**83%**

First-time eligible  
passed **OSSLT**.

**58%**

Previously eligible  
passed **OSSLT**.



**62%**

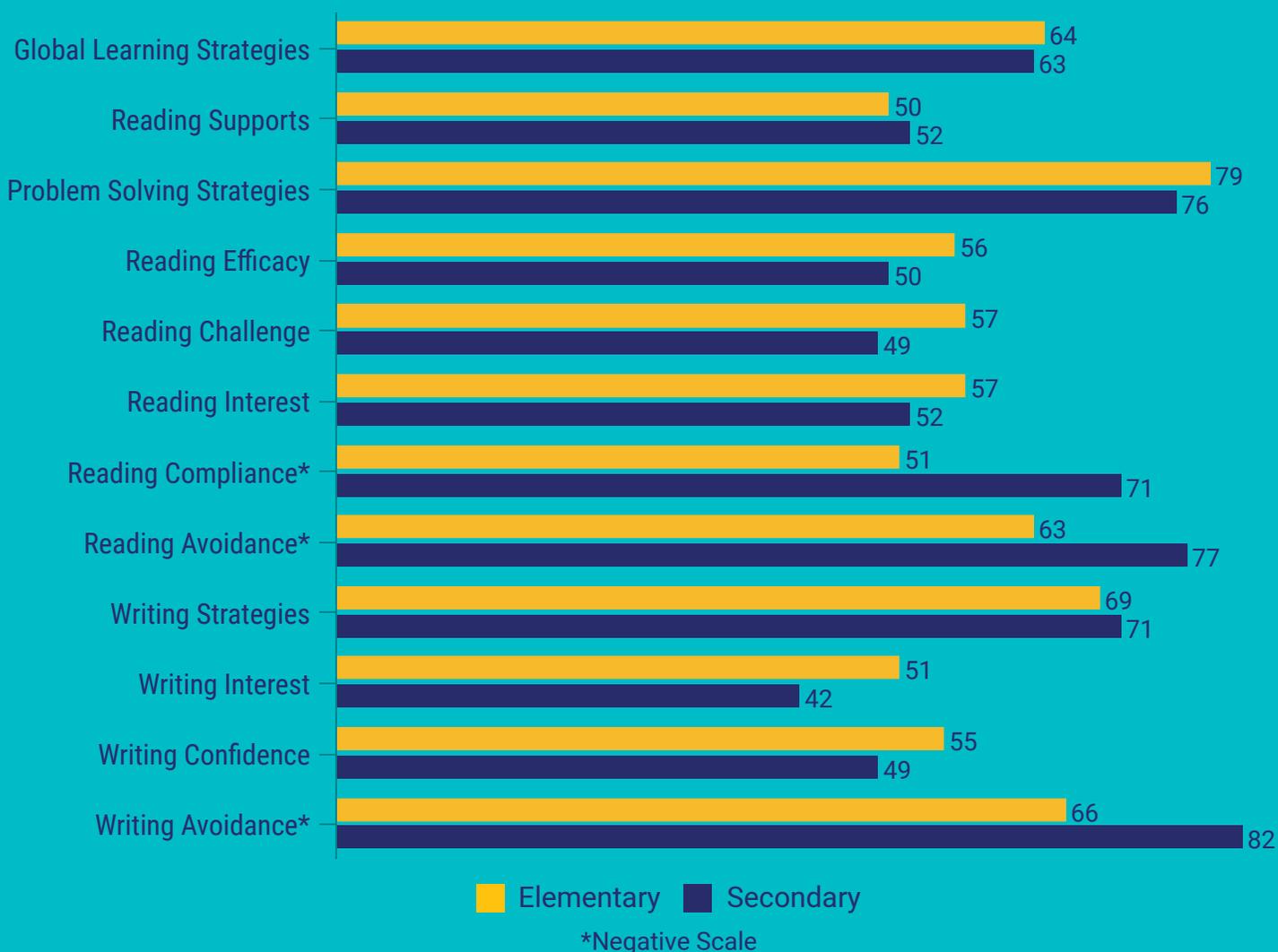
High scores for using a  
variety of assessment  
practices to meet student  
needs in **literacy**.

## Catholic Learning Environment: Literacy

**Goal:** There will be an increase in the proportion of students achieving the provincial standard in literacy and numeracy.

### What we found...

#### Students with High Literacy Skills and Attitudes Scores (%)



### What next...

- Provide diverse and responsive learning opportunities, and use evidence-based strategies and resources.
- Build teacher capacity to assess, instruct, and support student literacy across the curriculum.
- Focus on student-centred instruction, which nurtures student identity to promote achievement, well-being, and inclusion
- Align instruction and assessment to the achievement chart.
- Select and integrate effectively technology tools to support all learners.

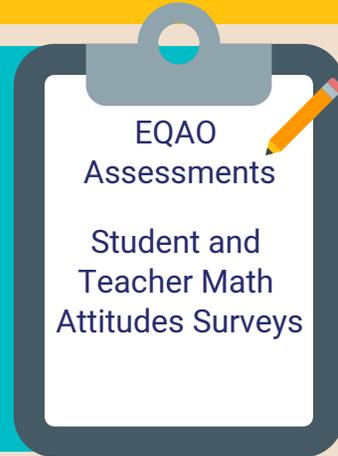
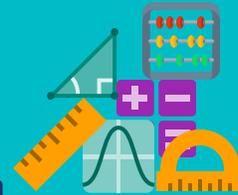
# Catholic Learning Environment: Numeracy

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## What we did...

- ✓ Used a variety of assessment for learning to inform responsive next steps to support individual student learning.
- ✓ Aligned assessment and instruction to the four areas of the achievement chart.
- ✓ Developed and monitored assessment of student demonstration of critical thinking, math processes, and engagement

## What data informed us...



## What we found...

Education Quality and  
Accountability Office



Educator Survey of  
**Attitudes and  
Practices**  
for Teaching Mathematics



**60%**

Level 3 or 4 on the **EQAO primary math** assessment.



**8%**

High scores for constructing student knowledge in **math**.



**47%**

Level 3 or 4 on the **EQAO junior math** assessment.



**19%**

High scores for meeting individual student needs in **math**.



**48%**

Level 3 or 4 on the **EQAO Grade 9 applied math** assessment.



**62%**

High scores for supporting students' **math** communication



**88%**

Level 3 or 4 on the **EQAO Grade 9 academic math** assessment.



**67%**

High scores for using **math** manipulatives and/or technology.

## Catholic Learning Environment: Numeracy

**Goal:** There will be an increase in the proportion of students achieving the provincial standard in literacy and numeracy.

### What we found...

**Students with High Math Engagement, Attitudes, and Use of Math Processes (%)**



### What next...

- Focus on the mathematical processes and fundamental math concepts and skills.
- Focus on student-centred instruction, which nurtures student identity to promote achievement, well-being, and inclusion.
- Provide diverse and responsive learning opportunities, and use evidence-based strategies and resources.
- Align instruction and assessment to the achievement chart.
- Select and integrate effectively technology tools to support all learners.

**Goal:** There will be an increase in student achievement and well-being in terms of learning skills and work habits.

### What we did...

- Provided transition supports that were necessary to serve student needs.
- Provided professional learning opportunities focused on developing student learning skills and work habits.
- Provided a range of diverse learning opportunities, that met student needs, interests, and strengths.

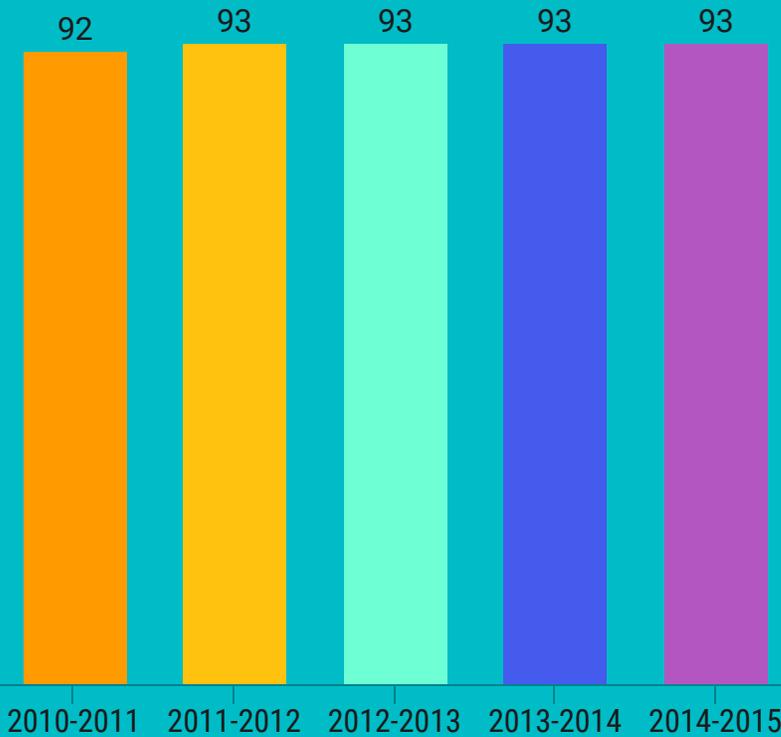
### What data informed us...



Grad Rates;  
Student Math  
and Literacy  
Survey;  
Educator  
Attitudes Survey

### What we found...

5-Year Graduation Rates (OSSD) (%)



**93%**

Five-year graduation rate over the last four years. This figure does not include students completing their OSSC or COA, or those being re-engaged by DPCDSB.



**78%**

Participating students report high levels of using literacy problem solving strategies.



**86%**

Participating educators report high levels of incorporating strategies into their practice that promote critical thinking.

### What next...

- Provide comprehensive literacy instruction to support and increase effective communication and critical literacy across the curriculum including daily guided practice.
- Provide information regarding various course options, pathways, and post-secondary destinations.
- Promote use of All About Me and MyBlueprint.
- Plan and provide transition supports necessary to serve individual student needs.

# Catholic Learning Environment: CCCC

**Goal:** There will be an increase in student engagement (i.e., academic, social, and intellectual) and positive school climate, including a reduction in bullying behaviours.

## What we did...

- ✓ Personalized school action plans related to supporting local school climate.
- ✓ Implemented local strategies to improve sense of belonging, participation in school, and intellectual engagement.
- ✓ Implemented local strategies to reduce aggressive behaviours among students, particularly socially aggressive incidents.

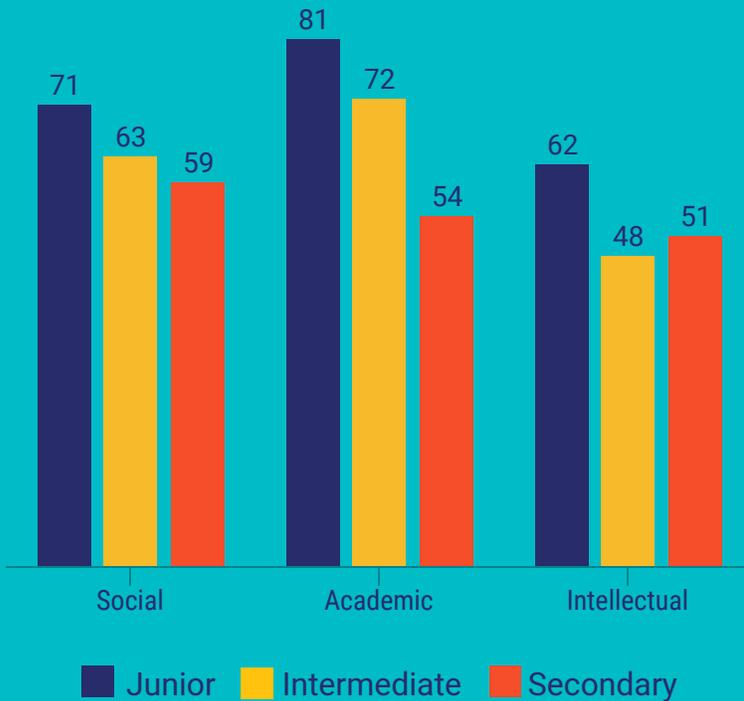
## What data informed us...



Catholic  
Community,  
Culture, and  
Caring School  
Climate Survey  
of Grades 4-12

## What we found...

### Students with High Engagement Scale Scores (%)



### Compared to 2016-2017...



More secondary students report high **social engagement**. Fewer junior and intermediate students have high scores for this type of engagement.



Fewer students in each division report high **academic engagement**; however, very large proportions of elementary students continue to have high scores for this type of engagement.



**Intellectual engagement** remains the area with the greatest potential for growth. Fewer students in each division have high scores for this type of engagement.



Many more students report that **skills and instructional challenge** are well-matched for learning.

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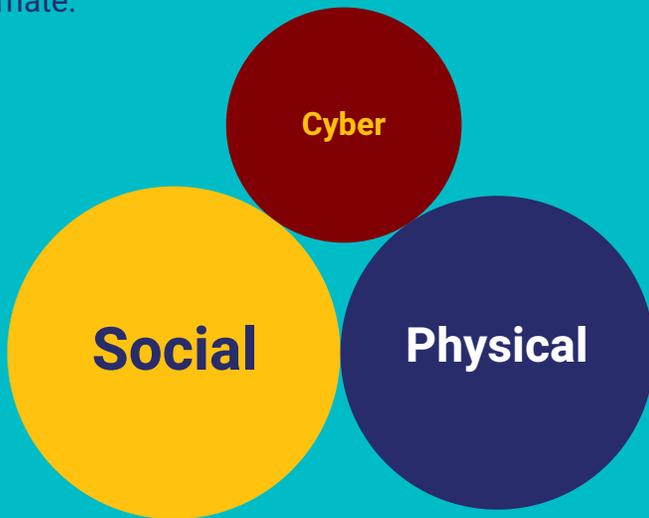



Catholic  
Community,  
Culture, and  
Caring School  
Climate Survey  
of Grades 4-12

## What we found...

### Types of Student Interactions Assessed

Student experience of aggressive social, physical, and cyber interactions, and sexual harassment were assessed to inform supports to improve school climate.



**Social** interactions between students continue to be the area requiring most support to promote positive school climate.



**Physical** interactions between students also require support to ensure improved student experience of school climate.



While **cyber** or electronic interactions between students require some support to enhance school climate, these interactions are somewhat less of a concern than either social or physical interactions.



Sexual harassment among students, while infrequent, also needs to be addressed to ensure positive school climate.

## What next...

- ✓ Continue to support student sense of belonging, participation in school, and intellectual engagement.
- ✓ Focus on well-being strategies that consider the multiple identities of learners and the intersectionality of these identities.
- ✓ Recognizing the realities of living in today's society, our Catholic faith calls us to continue to pay attention to and work on the intentional reduction on variety of forms of aggression.
- ✓ Teach equity, well-being, and inclusion strategies with the same devotion as applied to core subject areas.

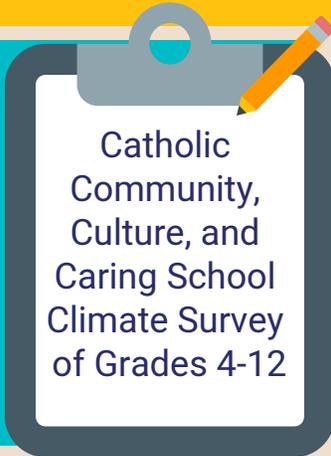
# Catholic Community Engagement

**Goal:** There will be an increase in positive student perceptions of Catholic school climate and school engagement among all students, including a reduction of any gaps in the perceived experience of students from diverse groups.

## What we did...

- ✓ Supported cultural responsiveness and competency.
- ✓ Implemented local strategies to improve sense of belonging, participation in school, and intellectual engagement, as well as reducing aggressive behaviours, among diverse groups.
- ✓ Implemented local strategies to reduce aggressive behaviours among students, particularly socially aggressive incidents.

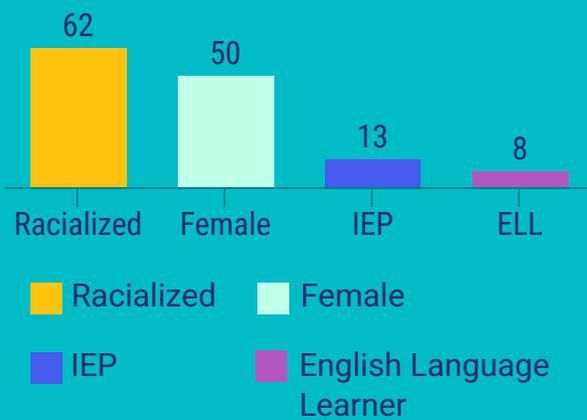
## What data informed us...

Catholic  
Community,  
Culture, and  
Caring School  
Climate Survey  
of Grades 4-12

## What we found...

### Percentage of Students Identifying with Diverse Groups



\*Compared to students not belonging to the corresponding group (i.e., not ELL, no IEP, non-racialized).

### Student Interactions

Student experience of aggressive social, physical, and cyber interactions, and sexual harassment were assessed by student group to inform supports to ensure positive school climate for all learners.

### Social Engagement



- Higher among students with **ESL** needs
- Lower among students with an **IEP**
- Lower among **racialized** students.\*

### Academic Engagement



- Higher among students with **ESL** needs
- Lower among students with an **IEP**
- No difference between **racialized** and non-racialized students.\*

### Intellectual Engagement



- Higher among students with **ESL** needs
- Lower among students with an **IEP**
- No difference between **racialized** and non-racialized students.\*



### Differing Experiences

Student report of all types of aggressive peer interactions were higher among students with **ESL** needs and those with an **IEP**, while **racialized** students reported these experiences less often.\*

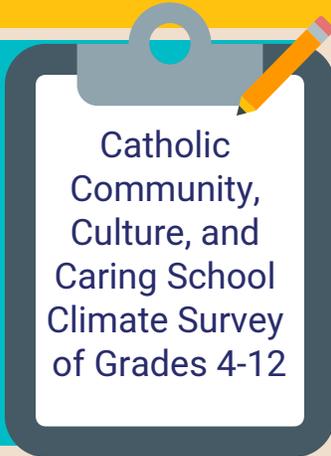
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## What data informed us...

Catholic Community, Culture, and Caring School Climate Survey of Grades 4-12

## What we found... Identity matters!

\***Social** and **academic** engagement patterns for all racialized students differ when the racialized group is divided into Black and non-Black racialized students.



- **Non-Black racialized students** report **higher** social engagement than White students.
- **Black students** report **lower** social engagement than White students.
- **Black students** report **higher** academic engagement than non-Black racialized students.
- **White students** report **lower** academic engagement than non-Black racialized students.

\*Patterns of experience of aggression for all racialized students differ when the racialized group is divided into Black and non-Black racialized students. Black students in particular report experiencing more aggression.



- **Black students** report **more frequent** experience of all forms of aggression than White students.
- **White students** report **more frequent** experience of all forms of aggression than non-Black racialized students.



## What next...

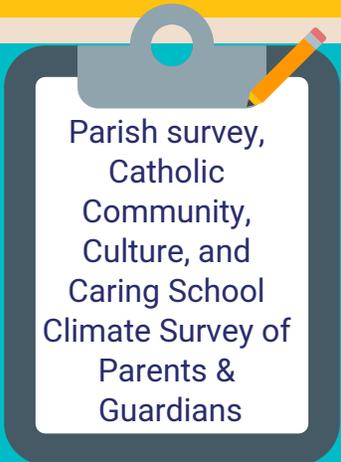
- ✓ Model the teachings of Jesus by including and respecting the human dignity of all individuals.
- ✓ Recognize all students as competent, capable of complex thinking, curious, and rich in potential and experience.
- ✓ Differentiate well-being strategies to meet the needs of all communities.
- ✓ Focus on a student-centred approach to community-building, in which identity is considered in promoting well-being and inclusion.
- ✓ Enhance cultural responsiveness by ensuring that all students are represented in their learning environment.

**Goal:** There will be an increase in parent/guardian and parish engagement with schools.

### What we did...

- ✓ Created guidelines and practices for communication and use of social media and other platforms to engage parents/guardians and parishes.
- ✓ Created opportunities to engage parish priests and representatives to be visibly present in schools.
- ✓ Created opportunities to strengthen engagement between parents/guardians and parishes.

### What data informed us...



Parish survey,  
Catholic  
Community,  
Culture, and  
Caring School  
Climate Survey of  
Parents &  
Guardians

### What we found...



## 78% to 100%

Participating priests reporting that DPCDSB schools are welcoming, easy to communicate with, and responsive to pastor concerns.



## 65%

Participating parents reporting "high" agreement in participating in their child's school-related activities.



## Top 3 Types of School Visits Made by Priests

1. Support student understanding of the faith
2. Visit students
3. Celebrate mass



## 67%

Participating parents noted "high" agreement in their child's school supports faith formation (e.g., schools connecting family and parish, offering social justice work, and signs of Catholic faith in schools).

### What next...

- ✓ Provide opportunities and resources to enhance faith formation for all students and staff.
- ✓ Develop an understanding that all members of the community are called to address injustices.
- ✓ Provide workshops and events, grounded in Catholic social teaching, that support staff sense of community and respect.
- ✓ Offer opportunities to parents and staff to promote use of adaptive kits for sacramental preparation and faith formation.

**Goal:** There will be an increase in organizational effectiveness and financial stewardship and transparent, accountable governance in support of improved student outcomes reflecting high standards, effective partnerships, and an environment conducive to learning and accountability at all levels.

### What we did...

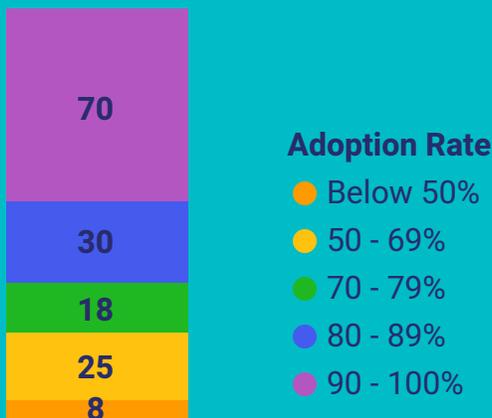
- ✓ Continued with online payment system and adherence to board financial guidelines and policies.
- ✓ Implemented the Corporate Services Insight Survey to understand organizational effectiveness and efficiency.
- ✓ Implemented Records/Document Management System.

### What data informed us...



### What we found...

School Cash Online Adoption Rate: Number of Schools



**118**

Number of schools that have at least 70% adoption rate of School Cash Online.



### New Schools

Constructed and opened two new elementary schools.



### Facilities Renewal

Wide range of projects: LED lighting upgrades, automation and fire alarm systems, repairs and renovations, paving and landscaping, door operators.



### Focus on Feedback

The Staff Well-Being Survey\* asked staff about various dimensions of well-being in the workplace, while the Corporate Services Survey\* asked staff about business services in DPCDSB.

\*Data analyses underway.

### What next...

- ✓ Ensure financial stewardship, transparent and accountable governance, and compliance with all Ministry regulations.
- ✓ Foster community partnerships to extend learning and service opportunities for all students and staff.
- ✓ Improve organizational effectiveness and efficiency.
- ✓ Renovating one elementary and one secondary school.
- ✓ Strengthen engagement between parents/guardians and parishes through school events and celebrations.

**Goal:** There will be an increase in practices that recognize the sacredness of all life, and intentionally reduce energy and paper consumption and waste production.

### What we did...

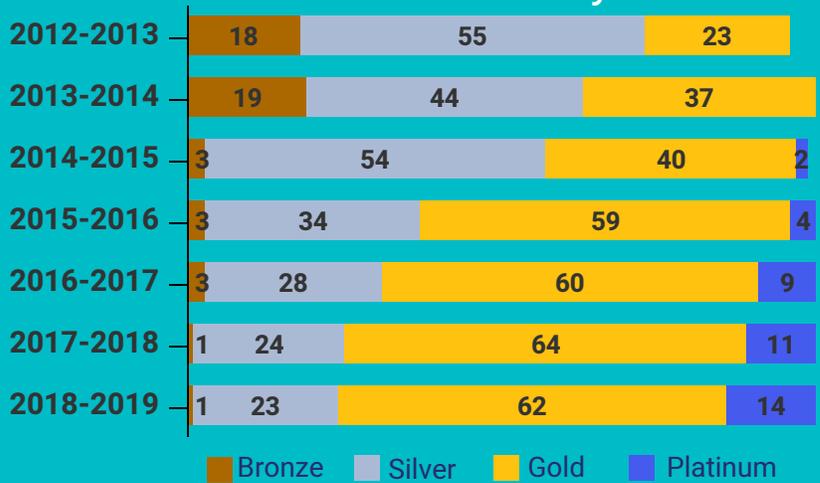
- ✓ Developed eco-friendly practices and policies for all board facilities.
- ✓ Implemented recommended interconnected program enhancements that reflect the Catholic world view on the sacredness of the earth.
- ✓ Supported attainment of higher Eco-School certification levels.

### What data informed us...

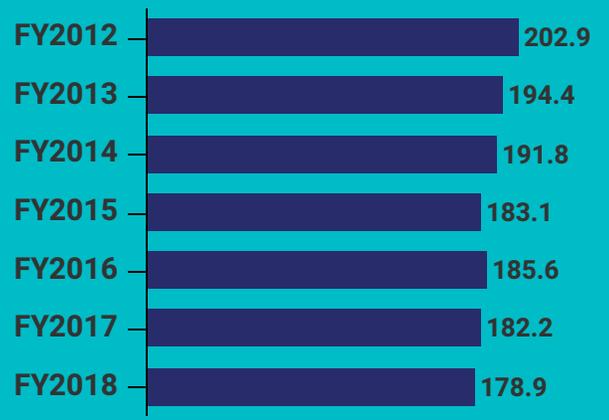


### What we found...

% of Schools with Eco Certification by Year



Total Energy Consumption (Millions of ekWh)



**+14%**

Increase in the proportion of schools that are certified "Platinum" since 2012-2013.



**-12%**

Decrease in total energy consumption since 2012.

### What next...

- ✓ Promote the sacredness of the environment
- ✓ Take action to protect and preserve all life and the environment (e.g., reduce single use water bottles, maintain natural gardens, reduce paper usage through electronic forms).
- ✓ Support student understanding of the sacredness of all life and the environment (e.g., refer to Pope Francis' Laudato Si).
- ✓ Improve organizational effectiveness and efficiency.

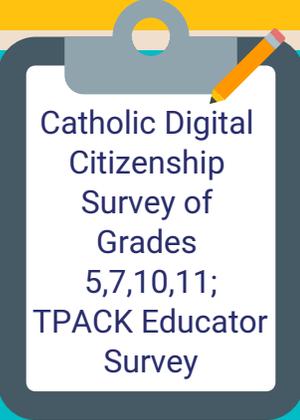
# Technology

**Goal:** There will be an increase in student application of Catholic digital citizenship.

## What we did...

-  Promoted student awareness and demonstration of Catholic digital citizenship through board resources.
-  Monitored the impact of professional learning to support the use of pedagogically appropriate technology to enhance student learning and engagement.

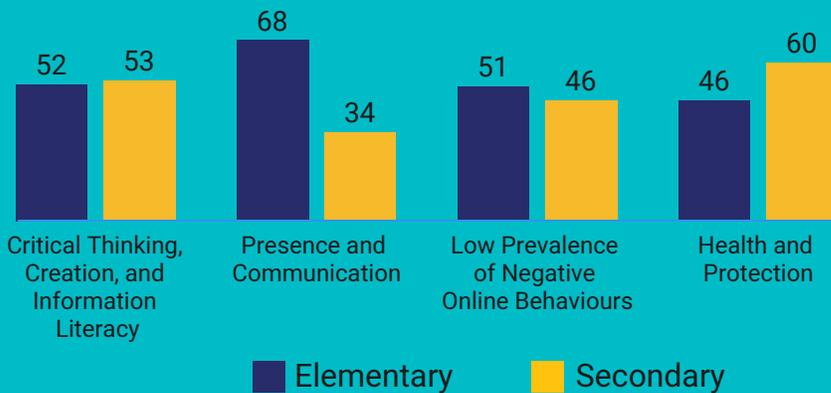
## What data informed us...

Catholic Digital Citizenship Survey of Grades 5,7,10,11; TPACK Educator Survey

## What we found...

Students with High Scores for Digital Citizenship (%)



## Compared to 2016-2017...



More secondary students have positive online presence and communication.



Fewer secondary students demonstrate negative online behaviours.



Fewer elementary students demonstrate critical thinking, creation, and information skills when online.



Over one half of participating teachers indicate a high level of technology pedagogy knowledge, and/or a high level of technology related pedagogy content knowledge.

## What next...

-  Support selection and integration of technological tools: (1) to enhance and transform student learning, allowing equitable access to the curriculum for all learners; and (2) to enhance efficiency and accountability.
-  Promote student awareness and demonstration of Catholic digital citizenship.
-  Promote use of All About Me and MyBlueprint.

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