

TDSB School Improvement Cycle 2014-15



TDSB Takes Action

- Inclusive
- Confident
- Ambitious
- Nurturing

The TDSB five **Strategic Directions** support our **Years of Action** priorities and provide a comprehensive vision to guide the Board's decision-making:

- 1 Make every school an effective school
- 2 Build leadership within a culture of adaptability, openness and resilience
- 3 Form strong and effective relationships and partnerships
- 4 Build environmentally sustainable schools that inspire teaching and learning
- 5 Identify disadvantage and intervene effectively

Every decision made by the TDSB must support a system where the #1 priority is supporting **Learning for All**.

The TDSB is united in support of **every student**.

Our collective efforts must ensure that each student is able to achieve or exceed the standards set out in our **four system goals**.

Every school will develop, implement and monitor, based on a **systematic analysis of data**, a set of research-based school improvement actions that meet the needs of every learner, with a particular **focus on reducing the achievement gap for students** or groups of students who have been identified by school data to be at risk.

The School Improvement Plan for Student Achievement & Well-being (SIPSA) is **continually undergoing refinement**, and our progress will be continually monitored in order to make "in-course changes" regarding strategies, resource allocation, and resource support.

The SIPSA SMART goals are based on **school trend data**; local schools will forecast growth and develop SMART goals based on their own professional knowledge and understanding of their own school community; many schools may set much more ambitious targets for growth in the four pillar areas than those in the TDSB's BIPSA.

When communicating **SMART goals**, **percentages can be translated into actual numbers** (Example: 3% increase in Grade 3 students equals approximately 480 students out of 16,000). In a school, a target of 10% might translate into 6 students out of 60.

Improved student achievement, student well-being, and equity of opportunity and outcomes are the core purposes for the development of the School Improvement Plan for Student Achievement and Well Being.

2015-2017 SCHOOL IMPROVEMENT PLAN for STUDENT ACHIEVEMENT & WELL-BEING (K-GRADE 12+)

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PILLARS	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS		MONITORING & TRACKING ACTIONS
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy/Literacy</p>	<p><i>What do we expect students to do at the conclusion of this timeframe?</i></p>	<p><i>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</i></p>		<p><i>What evidence will we use to show that students are making progress? When will we collect this evidence?</i></p>
	<p>By June 2015, there will be a 10% increase in reading scores as measured by report card data since student reading engagement will increase</p> <p>By June 2015, all students will use new reading strategies taught through guided reading independently and early intervention of reading difficulties will be monitored</p>	<p><i>If we share learning goals with our students, model Level 4 answers co-create success criteria with our students and provide descriptive feedback during formative assessment, then students will understand the reading process that is required to develop a growing competence as a literate learner</i></p> <ul style="list-style-type: none"> Use learning goals, success criteria co-constructed with students and descriptive feedback to improve learning and design next steps for instruction (BIPSA, FIPSA) <p><i>If we teach reading through culturally relevant and responsive interdisciplinary units of study and provide independent reading materials in our classroom libraries that reflect social justice and student interests, then there will be an increase in reading engagement and achievement</i></p> <ul style="list-style-type: none"> Use a variety of rich texts and technologies that are culturally relevant (BIPSA, FIPSA) Teaching approach reflects culturally relevant and responsive pedagogy (e.g., use of culturally diverse texts) (BIPSA, FIPSA) Use of Global Learning perspective e.g., local and global issues and their inter-connections, environmental stewardship and infusion of social justice action in students' learning (BIPSA, FIPSA) <p><i>If teachers purposefully timetable for guided reading at least three times a week, in all grade levels, then early identification of reading difficulties will be monitored and reading strategies, including "Think Alouds" will be taught through guidance and practiced independently by students</i></p> <ul style="list-style-type: none"> Small group direct instruction (e.g., Guided Reading) (BIPSA, FIPSA) Teaching strategies to effectively communicate thoughts and ideas through oral language (BIPSA, FIPSA) Timetabling for Literacy Blocks for comprehensive literacy (BIPSA, FIPSA) 	<p><i>If teacher purposefully plan and place culturally relevant and responsive texts in learning centres across the subject areas, students will increase their understanding that reading is fundamental to all learning and will more likely read to understand</i></p> <ul style="list-style-type: none"> Balanced approach to reading, writing, critical thinking, listening, speaking and media skills development-in all areas of the program (BIPSA, FIPSA) <p><i>If teachers purposefully timetable for guided reading and use ECE support for such centres at least three times a week, then early identification of reading difficulties will be monitored and reading strategies will be taught through guidance and practiced independently by students</i></p> <ul style="list-style-type: none"> Small group instruction for all kindergarten students with a focus on literacy and numeracy skill building (BIPSA, FIPSA) Regular use of anecdotal notes and running records including analysis to chart and monitor kindergarten students' learning and development (BIPSA, FIPSA) 	<p>Class Level:</p> <ul style="list-style-type: none"> Reading Inventory (from Expert Practice series and CASI) Progress of marker students- monthly Intentional observations and documentation DRA and running records-as determined CASI and running records- as determined Report Cards Culminating Tasks Evidence of learning goals Evidence of co-created success criteria Evidence of Level 4 expert answers <p>School:</p> <ul style="list-style-type: none"> Review with all staff student demographic and achievement data for the school Build consensus on key strategies for increasing student achievement for the identified groups (e.g., learning goals, success criteria, descriptive feedback) Descriptive feedback is based on evidence of student performance gathered through formative assessment (BIPSA) <p>Class Level:</p> <ul style="list-style-type: none"> Cross curricular approach to inquiry planning Evidence of consistency of practices of guided reading Evidence of learning goals, Level 4 thinking, co-constructed success criteria and descriptive feedback Social justice and inclusive curriculum implemented in unit planning (MSIC) so that classroom library reflects the learning that is happening in the classroom <p>School:</p> <ul style="list-style-type: none"> Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched literacy practices Be visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What do we need to achieve Our goals?</p>				

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	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS	MONITORING & TRACKING ACTIONS	
	<p>What do we expect students to do at the conclusion of this timeframe?</p>	<p>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</p>	<p>What evidence will we use to show that students are making progress? When will we collect this evidence?</p>	
<p>MMMathematics & Numeracy</p>	<p>By June 2015, students will increase mathematics results by 10% as measured by report cards and EQAO assessments (as stated in the BIPSA)</p> <p>By June 2015, students will feel more competent in their math skills as they will feel more positive about mathematics and their role as mathematicians as reflected in the qualitative EQAO results and class surveys and observations</p>	<p><i>If we share big ideas, learning goals with our students, model Level 4 answers and co-create success criteria with our students, then students will understand math processes that are required and develop a growing competency of mathematics.</i></p> <ul style="list-style-type: none"> Use of learning goals, success criteria co-constructed with students and descriptive feedback to improve learning and design next steps for instruction (BIPSA, FIPSA) <p><i>If we explicitly model and teach the Mathematical Processes involved in problem solving in all areas of mathematics by using three –part lessons then students will have opportunities to practice these math processes and develop their role as mathematicians.</i></p> <ul style="list-style-type: none"> 3-Part Lesson and use of open and parallel tasks (BIPSA, FIPSA) inquiry-based (problem solving) approach to lesson design OR providing experiences in the problem solving/inquiry process by solving many kinds of appropriate and complex problems (BIPSA, FIPSA) <p><i>If teachers use differentiated approaches to teaching and assessing math (including visual cues, math academic language and graphic organizers) then student engagement in problem solving will increase</i></p> <ul style="list-style-type: none"> small group direct instruction based on needs identified through observation of students during 3-part math lesson (BIPSA, FIPSA) use of resources such as manipulatives, assistive technology, and appropriate modifications/accommodations by teachers and students at all levels (BIPSA, FIPSA) using tiered intervention to meet the needs of Marker students including Target Ten students (BIPSA, FIPSA) extensive use of visual cues, graphic organizers (BIPSA, FIPSA) 	<p><i>If teachers provide repeated opportunities to explore mathematical concepts in inquiry and play based learning, then students will increase their overall understanding of mathematical concepts</i></p> <ul style="list-style-type: none"> repeated opportunities to practice and consolidate mathematical concepts being explored in inquiry and play-based learning (BIPSA, FIPSA) <p><i>If teachers explicitly plan math around a three-part lesson, students will have opportunities to explore various mathematical processes</i></p> <ul style="list-style-type: none"> explicit instruction in all strands of mathematics, embedded into learning centres and incorporating mathematical thinking into every day learning situations (BIPSA, FIPSA) intentional use of concrete materials to support the exploration and investigation of counting, quantity and number relationships <p><i>If teachers intentionally model oral language to explain their thinking and observations in mathematics, then students will be able to articulate their own thinking and use descriptive feedback effectively</i></p> <ul style="list-style-type: none"> intentional use of oral language to explain thinking and observations (BIPSA, FIPSA) 	<p>Class Level:</p> <ul style="list-style-type: none"> Evidence of progress made by marker students Intentional observations and documentation Evidence of accommodations and modifications Evidence of problem solving opportunities Evidence of three-part lessons Evidence of student ability in communicating their thinking Math attitude inventory Evidence of learning goals Evidence of co-created success criteria Evidence of level 4 expert answers <p>School Level:</p> <ul style="list-style-type: none"> Review with all staff student demographic and achievement data for the school Build consensus on key strategies for increasing student achievement for the identified groups (e.g., learning goals, success criteria, descriptive feedback) <p>School Level:</p> <ul style="list-style-type: none"> Evidence of understanding of youngest learners and why early numeracy learning is such an important factor for success of children and their families Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming
<p>What do we need to achieve Our goals?</p>			<ul style="list-style-type: none"> 	

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COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS		IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS		MONITORING & TRACKING ACTIONS			
<p>What do we expect students to do at the conclusion of this timeframe?</p> <p>By June 2015, there will be a 10% decrease in absenteeism in students in the junior and intermediate grades</p> <p>By June 2015, students will be able to identify their strengths</p>		<p>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</p> <p><i>If we provide common expectations in the areas of communication and teaching and learning; then a sense of community, belonging and well-being will develop and students will want to come to school</i></p> <ul style="list-style-type: none"> Every school will develop a personalized student approach to ensure smooth transition from grade to grade. This will include promotion meetings and year end grade team meetings (BIPSA, FIPSA) <p><i>If we provide more opportunities for students to safely play and learn together and share celebrations together, then students will more easily transition to different grades</i></p> <ul style="list-style-type: none"> Enhance student voice and engagement (BIPSA, FIPSA) <p><i>If teachers plan together and share ideas, then student learning across the grades will be more consistent and transitions more smooth</i></p> <ul style="list-style-type: none"> Develop structures and wrap around supports for students at every transition point (BIPSA, FIPSA) <p><i>If teachers purposefully observe and plan instruction based on a growth mindset for all students, then students will gain better insight on their personal strengths and make better choices for their future</i></p> <ul style="list-style-type: none"> Every school will support pathways planning and career exploration for all students in every grade (BIPSA, FIPSA) 		<p>What evidence will we use to show that students are making progress? When will we collect this evidence?</p> <p><i>If educators intentionally model and support students in developing their self-regulation by learning to be aware of their own emotions then they will be able to adapt their behavior in different contexts</i></p> <ul style="list-style-type: none"> Educators will intentionally model and support students in developing self-regulation by learning to be aware of their own emotions and learning to adapt their behavior to different contexts (BIPSA, FIPSA) <p><i>If we provide more opportunities for students to safely play and learn together and share celebrations together, then students will more easily transition to different grades</i></p> <ul style="list-style-type: none"> Educators will intentionally model and teach strategies to solve problems in learning and social situations (BIPSA, FIPSA) <p><i>If teachers plan together and share ideas, then student learning across the grades will be more consistent and transitions more smooth</i></p> <ul style="list-style-type: none"> Goals will be set for all children in the early years where the focus of the learning is explicit for children (BIPSA, FIPSA) <p><i>If teachers purposefully observe and plan instruction based on a growth mindset for all students, then students will gain better insight on their personal strengths and make better choices for their future</i></p> <ul style="list-style-type: none"> Educators will support children's development by connecting the children's school learning with learning with and in the home, community and the world (BIPSA, FIPSA) 		<p>Class Level:</p> <ul style="list-style-type: none"> Safe Arrival and attendance flow chart followed carefully Opportunities for metacognition Opportunities for choice in work to develop strengths Sharing Assemblies (monthly to focus on character education) Newsletters for parents to increase communication Use of Agendas and communication between parents and teachers Program Activity Leaders in the School: teaching young students playground games and demonstrating inclusiveness Evidence of equity of participation in learning experiences and contributions to the school life <p>School Level:</p> <ul style="list-style-type: none"> Establish processes to support cross-panel collaboration, transition and appropriate academic programming for student success Expand opportunities for career exploration including goal setting, job shadowing, excursions etc Conduct School Climate Surveys "Creating a Positive School Climate" Ensure effective and caring Guidance support is informed by: suspension data, attendance data, parent census data 	
<p>Pathways</p>				<ul style="list-style-type: none"> Opportunities for students to share their story Opportunities for students to teach others and learn together 			
<p>What do we need to achieve Our goals?</p>				<ul style="list-style-type: none"> 			

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Cultu re	<i>What do we expect students to do at the conclusion of this timeframe?</i>	<i>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</i>	<i>What evidence will we use to show that students are making progress? When will we collect this evidence?</i>

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<p>By June 2015, students will develop an increased sense of responsibility and school pride by understanding their roles as stewards of our school environment</p> <p>By developing a Caring, Safe and Healthy School Committee, student safety needs will be carefully addressed, monitored and revised to create structures in place for students to feel safe both in and out of the classroom</p> <p>By June 2015, there will be a 10% increase in the amount of students feeling safe in the school yard all the time as determined in the student census</p> <p>By June 2015, there will be a 10% decrease in the amount of students feeling lonely, sad and crying all the time as determined in the student census as staff will develop specialized training by the Gender Based Violence team on gender identity and gender equity</p>	<p><i>If we provide a culture of community based on values of environmental stewardship, social justice and global awareness, then students and staff will have an increased feeling of school pride.</i></p> <ul style="list-style-type: none"> Establish "Caring, Safe and Accepting Schools" Teams (BIPSA, FIPSA) <p><i>If we provide for increased opportunities for students to have a caring adult transition them in and out of the classroom, then students will feel more safe in the school yard and their anxiety will decrease as they will expect their caring adult to escort them into the building</i></p> <ul style="list-style-type: none"> Every school will develop a "caring adult" program where a culture of caring for each student is supported methodically throughout the year (BIPSA, FIPSA) <p><i>If we increase our use of our community butterfly garden, then students will have more exposure to outdoor education and increased mental well-being</i></p> <ul style="list-style-type: none"> Educators will provide a healthy supportive social and healthy physical environment (BIPSA, FIPSA) <p><i>If educators provide for increased integration of mental health and physical fitness across the curriculum, an increase in communication with parents and an increase partnership with community agencies, then students will develop protective factors (e.g., peer support, advocacy) to support their well-being</i></p> <ul style="list-style-type: none"> Focus on including all students in leadership experiences in the school and available through community partnerships (BIPSA, FIPSA) Establish whole school approach the uses a continuum of prevention programs, interventions and supports (BIPSA, FIPSA) Ongoing communication strategies with students, parents, staff and community to promote the beneficial link between partnerships and student achievement and well-being (BIPSA, FIPSA) 	<p><i>If educators intentionally model and teach strategies to solve problems in learning and social situations then student's sense of well-being, mental health and behaviour will improve.</i></p> <ul style="list-style-type: none"> Educators will intentionally model and teach strategies to solve problems in learning and social situations (BIPSA, FIPSA) <p><i>If educators support children's development by connecting the children's school learning with learning at home and in the community then their sense of purpose will increase and they will attend school more frequently.</i></p> <ul style="list-style-type: none"> Educators will support children's development by connecting the children's school learning with learning with and in the home, community and the world (BIPSA, FIPSA) <p><i>If we focus on student self-regulation across the curriculum, then students will develop protective factors to support their well-being</i></p> <ul style="list-style-type: none"> Educators will intentionally model and support students in developing self-regulations by learning to be aware of their own emotions and learning to adapt their behavior to different contexts (BIPSA, SIPSA) 	<p><i>Class Level:</i></p> <ul style="list-style-type: none"> Evidence of consistency and equity in classroom and school wide practices based on high expectations and effective caring relationships Evidence of inclusionary and systematic approach towards building and maintaining effective relationship skills such as attention to and training of resiliency, restorative practices, self-regulation and anti-bias perspectives Evidence of strategies used to ensure and promote caring and safety for all students in common spaces such as school yards and hallways student census conversations with students reports from student council learning skills and work habits in the report card increase in participation from classes for sharing assemblies Caring Adult through Mindfulness Curriculum and supervision partnerships with Big Brother/Big Sister and Student nurses to support student well-being <p><i>School Level:</i></p> <ul style="list-style-type: none"> sharing of indicators of success with the school community and the characteristics of highly effective schools staff training and practice in promoting inclusive teaching and learning (Gender Based Violence team on gender identity and equity) staff knowledge and training in identifying students' mental health and related issues using TDSB Student Census data by school administrators and staff for PD, planning and actions (Gender Based Violence team) work with Phys Ed department to create an Activity room where fitness opportunities for classes can increase and teachers can have another safe space to promote physical fitness and healthy living 	<ul style="list-style-type: none"> -observation -discussion in PLCs -more opportunities for parents to participate in student learning and support it at home -awareness of Children's Outdoor Charter of Rights -self-regulation resources and learning goals in centres
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Toronto District School Board

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