Reflecting on the Six Threads of Inclusive Design

tdsb
Toronto District School Board

An approach to School Improvement Planning by bringing together: SEF, IEF, LCP, CPAC

Responding to Student Voice...

- How do we encourage and support student voice? Share school vision and include them in the execution. They matter. Formal and informal surveys
- How do we draw on the voices and realities of our students to make responsive programming decisions? Diagnostics, surveys, class circles
- How do we ensure that the curriculum is inclusive and includes a variety of worldviews/knowledge as the basis for instruction?
- How do we ensure students have input into decisions? Student council, student clubs run by student leaders

Use culturally relevant resources to increase student interest and understanding; differentiated assignments(have choice)

Differentiated instruction- to accommodate and respond to our diverse learners needs. What can we do to help them experience success, encourage students to advocate for themselves. Continue to build rich and equity based classrooms (what do equity based classrooms look like?)-respond to the cultural diversity in our classrooms as needed and use relevant resources. Courageous conversations. Focus on perspectives, discuss biases and barriers. Students identify their own. Conferencing with students-focus on student thinking-Metacognition and Interconnected Skills in the curriculum documents- reflecting on strategies, suggesting future steps; self assessment, peer assessment

Engaging Parents, Families and Community...

- How do our classrooms and schools honour the voices and lived realities of parents, families and community members in local and global contexts?

Establish a partnership with parent community, multiple volunteer opportunities to share in child's learning, regular communication (Parent council section in Newsletter and website), share community happenings and events that all parents can take part in , annual Fun Fair, School Climate Survey. Multiple volunteer opportunities(e.g., arts and crafts)

- How do we ensure families have input into codes, decisions and direction?

Very active parent council, Friday Flash updates, regular parent council meetings, information nights, parent reps for each classroom to share thoughts, ideas, concerns etc. Parent rep on caring and safe schools committee.

- How do we ensure that the school environment is welcoming for all?

Greet everyone each day, welcome them, make ourselves available, education sessions in evening based on parent interests e.g. math night, Financial literacy night, share programs/ seminars/web resources that may support their child's wellness and learning outside of the school. Ensure that we are providing equal access to service. Principal and staff make themselves visible. Be approachable. Parent Council room.

FOCI

Student Achievement- Establish high expectations for all of our learners and ensure that students continue to grow and improve as learners. Teachers will use a balance of teacher, peer and self-assessments that inform instruction and promote feedback.

A focus will also be placed on encouraging our students to take risks and become critical thinkers and problem solvers. We want them to be innovative, responsible citizens and leaders. A large number of our students are afraid of making mistakes.

As a team will continue to focus on improving literacy skills and numeracy skills across the grades and use the same vocabulary for across the graded for both Literacy and Numeracy

Wellness— Develop and improve strategies that support self-regulation in learners that reflect a whole school approach.

EQUITY- Promote a collaborative learning environment to assist our most vulnerable students through diligent monitoring and support

Collaborative team approach to meet the needs of our special education students and ELL students (Inclusive design)- HSP, resource students belong to all of us

Create a balanced approach between extra-curricular and academics and provide equitable opportunities to participate in extra curricular.

Designing Instruction...

- How can we ensure that programming is authentic and reflects the lived experiences and abilities of students?

Inclusive programming, differentiated instruction, use culturally relevant resources to increase interest and understanding, use of high yield teaching strategies that promote high level thinking (anchor charts, co-teaching, gradual release model, guided practice in reading and writing. Timetabling-strategic, literacy and numeracy blocks, limited interruptions

**Literacy Room being updated with both fiction and non-fiction resources that reflect students interests

- What are we teaching?

Curriculum (Ministry) but looking at possible different perspectives

- Whose voices are missing and how do we change that?

Need more student voice— explore their interests. Create more open ended projects, activities to engage students in their learning. Balance between direct teaching and student/peer learning

- How do we ensure students acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive and heathy human relationships among their fellow students, and among all members of society?

Establishing Environment as Third Teacher...

- What does the environment of our school say about how we value our learners, communities and the process of learning?

We value everyone as a learner and will continue to foster positive relationships and partnerships with staff, students, parents and the community at large. Safe adult and safe space in the building if required

- What are the physical barriers to access? Building is not barrier free— recently received ramp our back entrance. We host wheelchair basketball each year
- Are there social barriers to access?
- How do we support student engagement opportunities? Positively
- Do students see diversity and equity represented widely? Celebration of cultural events recognized (could be better at this as a school), Equity committee, wellness committee, art banners to reflect diversity in our building. Bulletin boards

Analyzing Data...

How well do you know who your students are and how they are experiencing school? Sharing of information with colleagues, diagnostics, connecting with home, surveys, transition meetings, observations, OSRs, common planning time (divisional), Use EQAO data and surveys. Identify possible barriers (are we creating them or removing them?) DO you know the patterns of success? Girls excelling in Literacy, boys in Math. Social dynamics affecting climate of learning---What are the social circles and how are they impacting our students?

- How are we meeting the needs of our students that are not experiencing success?-Teacher intervention, identify difficulties, work as a team at HVV, work with home. Who and where are students being underserved— Special education students and ESL students, in rotary classes, further how are we closing the gap for our level 2 students and challenging our level 3 students? What questions are you not/asking? What can I do as a rotary teacher to ensure success for all students? Am I working with our school MART to support differentiated instruction and the IEP development? Are my activities open ended or am I handing out a lot of worksheets? What is the purpose of the activity planned? Is there backward planning? Do students know their goal and what needs to be achieved? How do we ensure that we have included all our students in our data?- Provide multiple ways to assess, identified students that require monitoring and reason for monitoring. Work closely with school guidance counsellor, social worker and psychologist and parents.
- How do we engage in conversations about bias and who is achieving/not achieving? Courageous conversations at staff meetings and Common Planning time.

Professional Development organized by Farah and Romina to support this conversation. Reflected on equity continuum, where are we individually, as a staff and how do we move forward?

- Do we employ a variety of assessment strategies as well as instruments used to inform short and long-term planning to reduce gaps in student achievement and improve student learning and well-being? Yes, technology, differentiated assessment strategies continuously being shared at staff meetings, common planning—i.e. created exemplar binder for writing with our student works. Increase use of peer and self assessment. Teachers to use more "assessment for and as learning" before getting to assessment of learning. Tracking of our students underachieving.

Building Leadership Capacity...

- How are we planning in our classrooms and schools in a way that builds the collective capacity and leadership of our students, staff and community?

Team planning, cross-curricular planning, differentiated instruction, use of culturally relevant resources, process of identifying biases in texts/resources/personal biases. Established partnership with school and home and our community agencies to support our students and families.

- Who are the leaders in our schools?

Staff (all staff), students, parents and principal.
Principal encouraging sustained leadership by sharing clear vision for learning, providing professional development and updated resources. Model belief that all students can learn and be successful.
Development of School Improvement Plan as a staff
Securing accountability by ensuring that accountabilities are clearly communicated
Shared Google Docs calendar for planning purposes
Consistent school wide focus on student achievement, wellness and equity using system and school-wide data to monitor progress and make necessary changes/additions.