**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:

*❶ Make every school an effective school*

*❷ Build leadership within a culture of adaptability, openness and resilience*

*❸ Form strong and effective relationships and partnerships*

*❹ Build environmentally sustainable schools that inspire teaching and learning*

*❺ 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.**

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| **PILLARS** | **COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS** | **IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS** | | **MONITORING & TRACKING ACTIONS** | |
| **Literacy** | *What do we expect students to do at the conclusion of this timeframe?* | *What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?* | | *What evidence will we use to show that students are making progress? When will we collect this evidence?* | |
| By June 2015 there will be a 10% increase in writing skills as measured by report cards and EQAO.  By June 2015 there will be a 15% increase in reading skills as measured by report cards and EQAO.  Early Years:  By June 2015 there will be a 10% increase in oral skills as measured by report card data. | If we increase the frequency and variety of purposeful writing opportunities for students (including free write, creative writing, oral practice, writer’s notebook, science log, math journal) then there will be an increase in writing engagement and achievement.  Shared Writing folder for ideas on AW: each grade team to share at staff meeting / PLC.  If we provide focused independent reading, that targets the specific reading strategies that students need to be able to clearly answer implicit, explicit and making-connections questions, then there will an increase in overall reading comprehension.  PD on “Inside the Box” for grades 2-5 including Sp. Ed. ; to be implemented during comprehensive Literacy block with focus on Independent Reading.  If teachers provide authentic experiences for students to communicate their thoughts orally (through drama, art, storytelling, Story Values, music, academic vocabulary) then students’ oral vocabulary and expression will increase and they will be able to communicate more effectively.  PLC focus on prep teachers: vocabulary  Read and Write 11 PD and ESL (classroom support) PD. | Early Years:  If teachers provide a balanced approach to reading, writing, critical thinking, listening, speaking and media skills development in all areas of the program (small group instruction, writing opportunities at learning centres) then student achievement in literacy will increase.  Increase resources in the K-1 classrooms; text levels DRA3.  If teachers incorporate purposeful talk into all activities in all curriculum areas and provide intentional intention to oral language to explain thinking and observations then students’ oral vocabulary and expression will increase and they will be able to communicate more effectively. | * A variety of student writing on display * Progress of marker students * Intentional observations and documentation * Evidence of accommodations and modifications * Evidence of students benefitting from the use of technology (including assistive technology) | * Cross curricular approach to inquiry planning * Engage in learning walks with staff and use to make structural improvements and decisions * Evidence of consistency of practices and pedagogy related to collaborative inquiry (PLCs) |

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|  | **COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS** | **IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS** | | **MONITORING & TRACKING ACTIONS** | |  |
| **Mathematics & Numeracy** | *What do we expect students to do at the conclusion of this timeframe?* | *What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?* | | *What evidence will we use to show that students are making progress? When will we collect this evidence?* | |
| By June 2015 students will increase mathematics results by 10% as measured by report cards and EQAO assessments (as stated in the BIPSA).  Early Years:  By the end of Senior Kindergarten, students are able to explain, describe and identify relationships and patterning in numeracy. | If teachers use global perspectives and social justice issues to drive planning for inquiry based math and STEM activities then student engagement and overall achievement will increase (primary focus on social justice in local issues and junior focus on social justice in global issues).  If teachers use a differentiated approach to teaching and assessing math (including visual cues, math academic language and graphic organizers) then student engagement in math problem solving will increase.  If teachers provide opportunities to practice skills and key concepts, then overall problem-solving skills will increase. | Early Years:  If the students have repeated opportunities to explore mathematical concepts in inquiry and play based learning, then students will increase their overall understanding of mathematical concepts.  If teachers intentionally model oral language to explain thinking and observations in mathematics, then students will be able to articulate their own thinking. | * Evidence of progress made by marker students with respect to tiered interventions and focused strategies used * Evidence of collaborative inquiry visible in student work * Intentional observations and documentation * Evidence of accommodations and modifications * Evidence of students benefitting from the use of technology (including assistive technology) * Evidence that type and amount of practice is based on the outcome of the three part lessons | * Cross curricular approach to inquiry planning * Engage in learning walks with staff and use to make structural improvements and decisions * Evidence of consistency of practices and pedagogy related to collaborative inquiry (PLCs) |

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| **Pathways** | *What do we expect students to do at the conclusion of this timeframe?* | *What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?* | | *What evidence will we use to show that students are making progress? When will we collect this evidence?* | |
| By June 2015, a consistent practice of embedding school-based PLC’s (STEM, Effective Practice Documents, Independent Reading, 3-Part Math Lesson, etc.to ensure consistent practices among all classes and grade teams will be evident.  By June 2015 there will be a 10% increase of student engagement and participation both inside and outside of the classroom as measured by the student climate survey  Early Years:  By June 2015 there will be a 10% increase by SK students who are school-ready as measured by the Early Development Instrument. | If teachers regularly participate and implement the learning from in 40-minute + 70-minute PLC periods, then common practice will be evident school-wide  If administrators conduct regular “Learning Walks” to observe, and ensure that the PD topics explored in the PLC’s are visible and reflected in all classes then common practice will be evident school-wide  If teachers conduct regular “Learning Walks” to observe, and reflect on best practices as explored in the PLC’s then common and consistent practice will be evident school-wide  If the school provides a personalized student approach to structures and wrap-around support for every transition point (ie. Blue folders, settlement worker involvement, ambassador tours, IEP transitions, Welcome to Secord package) then students will have a smooth and timely adjustment that will support their well-being. | Early Years:  If educators intentionally model and support students in developing self-regulation by learning to be aware of their own emotions then they will be able to adapt their behaviour to different contexts. | * Use the Transition Tracking Tool to identify and report on students at risk * Consistent use of Secord on-line ‘At-Risk’ tracking system * Evidence of equity of participation of learning experiences and contributions to school life | * Use the Transition Tracking Tool to identify and report on students at risk * Consistent use of Secord on-line ‘At-Risk’ tracking system |

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| **Community, Culture and Caring** | *What do we expect students to do at the conclusion of this timeframe?* | *What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?* | | *What evidence will we use to show that students are making progress? When will we collect this evidence?* | |
| By June 2015 we will reduce the number of suspensions by 10%.  By June 2015, parent participation in volunteer opportunities will increase by 20%.  Grade 1-5 and Early Years:  By June 2015 we will reduce the absenteeism and lateness rate by 20%. | Grade 1-5:  If we establish a whole school approach that uses a continuum of prevention programs, interventions and supports (ie. MindUp Curriculum, Character Education Program) then student’s sense of well-being, mental health and behaviour will improve.  If we establish a whole school approach to conflict resolution (Problem Solving Process charts and peer mediator program, then we should see students feeling empowered to resolve their own issues, less escalation of issues, and overall reduction in serious incidents and suspensions.  If we encourage and support parents to volunteer at school, then parent engagement and involvement throughout the school community will be evident  If the school develops a Caring Adult Program then the students’ sense of inclusion, well-being and overall mental health will improve and they will attend school more frequently. | JK – 5:  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.  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 inclusion will increase and they will attend school more frequently. | * Evidence of inclusionary and systematic approach towards building and maintaining effective relationship skills such as attention to and training of resiliency, self-regulation and anti-bias perspectives * Volunteer Binder tracking (includes completed Police Checks, Assignments by Room numbers and Events) | * Sharing of co-constructed indicators of success with the school community and the characteristics of highly effective schools * Meet at least 3 times a year to discuss attendance issues (special IST) |