

2013-2014 TDSB BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT K-GRADE 12+

Meeting our 2013-14 Board Improvement Plan for Student Achievement & Well-Being SMART Goals require collective, intentional and precise efforts. All schools contribute to meeting our goals. This means for 2013 – 2014 an average number of students per school (section/grade) must move forward to meet the standards set. Families of Schools Improvement Plans (FOSIP) and School Improvement Plans (SIP) are aligned to the four pillars of the Board Improvement Plan for Student Achievement and Well-being.

TDSB Board Improvement Cycle 2013-14



PILLARS	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS	MONITORING & TRACKING ACTIONS
te ra c	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?

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<ul style="list-style-type: none"> ✓ By June 2014 there will be a 10% increase as follows: <ul style="list-style-type: none"> • 68% to 78% in Gr. 3 Reading 77% to 87% in Gr. 3 Writing • 77% to 87% in Gr. 6 Reading 79% to 89% in Gr. 6. Writing ✓ By June 2014 there will be a 7% increase in the number of secondary school students at the provincial standard for literacy from 81% to 88% as measured by the Ontario Secondary School Literacy Test (OSSLT). ✓ By June 2014 there will be a 10% increase in the percentage of students with Special Education Needs (SEN) (excluding Gifted) at the provincial standard in EQAO Grades 3 and 6 and a 10% increase in the percentage of students with SEN (excluding Gifted) successful in the OSSLT. ✓ By June 2014 there will be a decrease in the exemption rate among students with SEN (excluding Gifted) by 2% in EQAO Grade 3 and Grade 6 assessments. ✓ The percentage of students achieving at the provincial standards from the lower achieving groups (e.g., students from Black, Spanish Speaking, and Aboriginal) will be improved by a minimum of 15% in Reading and Writing and expected to reach at and/or above the level of the TDSB results by June 2017 as measured by Report Cards and EQAO assessments. ✓ All Senior Kindergarten students will meet reading expectation as measured by the Development Reading Assessment (DRA) or Alpha-jeune Reading Assessment at their beginning of Grade 1 in September/October 2014. 	<p>System-wide implementation of:</p> <ul style="list-style-type: none"> • Review student demographic and achievement data and build consensus on key strategies for increasing student achievement for the identified groups • Professional Learning Teams (PLTs): Collaborative Inquiry in every elementary school and Professional Learning Cycle in every secondary schools • Timetabling for Literacy Blocks for comprehensive literacy • Continuous assessment by using analysis of student work in order to inform instructional practice • Use of learning goals, success criteria co-constructed with students and descriptive feedback to improve learning and design next steps for instruction • Small group direct instruction e.g. Guided Reading • Use of a variety of rich texts and technologies that are culturally relevant • Teaching approach reflects culturally relevant and responsive pedagogy (e.g. use of culturally diverse texts) • Teaching strategies to effectively communicate thoughts and ideas through oral language • Development of metacognitive skills – learning how to learn • 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 • Purposeful writing for a variety of authentic purposes and audiences • Use of effective questioning techniques to support higher order and critical thinking • An inclusionary approach to participation in EQAO assessments, with exemptions only in accordance with EQAO Exemption Criteria and guided by TDSB exemption target • Using tiered intervention to meet the needs of Marker students including Target Ten students • Extensive use of visual cues, graphic organizers for our younger learners; use of students first languages & accommodations to assessment practices • Implementation of the recommendations in the 2012-2013 Report on the Implementation of TDSB District Process 	<p>In all Early Years Learning classrooms,</p> <ul style="list-style-type: none"> • engage all kindergarten students in the development of their own learning goals • provide inquiry-based learning and the development of critical thinking skills • balanced approach to reading, writing, critical thinking, listening, speaking and media skills development- in all areas of the program • use of purposeful talk incorporated into all activities in all curriculum areas and intentional attention to oral language to explain thinking and observations • small group instruction for all kindergarten students with a focus on literacy and numeracy skill-building • regular use of anecdotal notes and running records including analysis to chart and monitor kindergarten students’ learning and development 	<p>At the Classroom Level:</p> <ul style="list-style-type: none"> • Evidence of progress made by marker students & target ten students with respect to tiered intervention and focused strategies used • Evidence of use of diagnostic and formative assessment information and/or students’ portfolio of work for next steps in instruction • Intentional use of observation, documentation and culturally responsive frameworks of analysis to know and understand the learner and his/her learning • Evidence of Collaborative Inquiry visible in students at work • Evidence of students benefitting from the use of technology, including assistive technology • Evidence of accommodations and modifications as outlined in the modification document • Evidence of taking time to understand our youngest learners and why early literacy learning is such an important factor for success of children and their families • Evidence of multiple opportunities for ongoing observations and team’s use of formative assessments of children’s progress in attaining identified literacy learning expectations before entry to Grade 1 <p>At the School Level:</p> <ul style="list-style-type: none"> • Review with all staff student demographic and achievement data for your school and build consensus on key strategies for increasing student achievement for the identified groups • Evidence of PLT work and progress that parallel effective pedagogy and intentional tiered intervention in classrooms • Evidence of a student self-assessment and peer assessment based on articulated criteria • Descriptive feedback is based on evidence of student performance gathered through formative assessment • Have conversations minimally 3 times/year of progress of marker and target ten students and the impact of strategies used • Evidence of quality student work in literacy and mathematics that are used for tiered intervention and focused supports • Engage in learning walks with staff and use evidence to inform structural and instructional influence and decisions • Evidence of consistency of practices and pedagogy related to Collaborative Inquiry foci/questions/theory of action • Evidence of collaboration, innovation and creativity within learning in and with the world • Evidence of understanding our youngest learners and why early literacy learning is such an important factor for success of children and their families • Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched literacy practices • Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming 	<p>At the System Level</p> <ul style="list-style-type: none"> • Evidence of focussed implementation work of SIP and its impact on innovative and student-driven teaching and learning across the school • Evidence of change s and/or improvements in beliefs and values reflected in classroom and school structures, practice and interactions of staff and students • Evidence of implementation of recommendations of Learning walk/District Process (e.g. artifacts, student work, PLT summary notes) learning walks • Evidence of school-based methods for tracking and monitoring improvements in student learning (e.g., data walls, tracking sheets, classroom profiles) including for racialized or under-served populations • Evidence of changed outcomes for student groups that are not achieving the Provincial standard • Evidence of identification and support of inclusionary approach to EQAO participation e.g. exemption tracking sheets, intervention strategies; accommodation arrangements) • Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched practices • Evidence of multiple opportunities for ongoing observations and team’s use of formative assessments of children’s progress in attaining identified learning expectations before entry to Grade 1 • Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming
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	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS	MONITORING & TRACKING ACTIONS		
	<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>		
Mathematics & Numeracy	<ul style="list-style-type: none"> ✓ By June 2014 there will be an increase in the Mathematics results as follows: <ul style="list-style-type: none"> • 69% to 79% in Gr. 3 (10% increase) • 62% to 72% in Gr. 6 (10% increase) • 32% to 47% in Gr. 9 Applied Math (15% increase) • 83% to 89% in Gr. 9 Academic Math (6% increase) ✓ By June 2014 there will be a 10% increase in the percentage of students with SEN (excluding Gifted) at the provincial standard in EQAO Grades 3, 6 and Grade 9 Academic and Applied Mathematics. ✓ By June 2014 there will be a decrease in the exemption rate among students with SEN (excluding Gifted) by 2% in EQAO assessments. ✓ The percentage of students achieving at the provincial standards from the lower achieving groups (e.g., students from Black, Spanish Speaking, and Aboriginal) will be improved by a minimum of 15% in Mathematics and expected to reach at and/or above the level of the TDSB results by June 2017 as measured by Report Cards and EQAO assessments. ✓ By the end of the Senior Kindergarten, students are able to explain, describe and identify relationships and patterning in numeracy 	<p>System-wide implementation of:</p> <ul style="list-style-type: none"> • Review student demographic and achievement data and build consensus on key strategies for increasing student achievement for the identified groups • PLT's in every school • Timetabling for Numeracy Blocks that provide for math 3-part lessons • Using tiered intervention to meet the needs of Marker students including Target Ten students • 3-Part Lesson and use of open and parallel tasks • Inquiry-based (problem-solving) approach to lesson design (K-12) OR providing experiences in the problem-solving/inquiry process by solving many kinds of appropriate and complex problems • "Big Ideas"-Inter-strand approach (K-12) • Use a variety of rich math problems and investigations and technologies that are culturally relevant • Purposeful inclusion of non-fiction writing in mathematics across all strands • Use of learning goals, success criteria co-constructed with students and descriptive feedback to improve learning and design next steps for instruction • 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 • Small group direct instruction based on needs identified through observation of students during 3-part math lesson • Development of metacognitive skills – learning how to learn • Use of effective questioning techniques to support higher order and critical thinking • Use of purposeful oral language and talk in mathematics • Use of resources such as manipulative, assistive technology, and appropriate modifications/accommodations by teachers and students at all levels • An inclusionary approach to participation in EQAO assessments, with exemptions only in accordance with EQAO Exemption Criteria and guided by TDSB exemption target Grade 9 Applied Math Strategy • Extensive use of visual cues, graphic organizers for our younger learners and those acquiring English ; use of students first languages and accommodations to assessment practices • Implementation of the recommendations in the <i>2012-2013 Annual Report on the Implementation of TDSB District Process</i> 	<p>In all Early Years Learning classrooms,</p> <ul style="list-style-type: none"> • engage all kindergarten students in the development of their own learning goals • explicit instruction in all strands of mathematics, embedded into learning centres and incorporating mathematical thinking into every day learning situations • repeated opportunities to practice and consolidate mathematical concepts being explored in inquiry and play-based learning • intentional use of concrete materials to support the exploration and investigation of counting, quantity, and number relationships • intentional use of oral language to explain thinking and observations 	<p>At the Classroom Level:</p> <ul style="list-style-type: none"> • Evidence of progress made by marker students & target ten students with respect to tiered intervention and focused strategies used • Evidence of use of diagnostic and formative assessment information and/or students' portfolio of work for next steps in instruction • Intentional use of observation, documentation and culturally responsive frameworks of analysis to know and understand the learner and his/her learning • Evidence of Collaborative Inquiry visible in students at work • Evidence of students benefitting from the use of technology, including assistive technology • Evidence of accommodations and modifications as outlined in the modification document • Evidence of taking time to understand our youngest learners and why early numeracy is such an important factor for success of children and their families • Evidence of multiple opportunities for ongoing observations and team's use of formative assessments of children's progress in attaining identified numeracy learning expectations before entry to Grade 1 <p>At the School Level:</p> <ul style="list-style-type: none"> • Review with all staff student demographic and achievement data for your school and build consensus on key strategies for increasing student achievement for the identified groups • Evidence of PLT work and progress that parallel effective pedagogy and intentional tiered intervention in classrooms • Have conversations minimally 3 times/year of progress of marker and target ten students and the impact of strategies used • Evidence of student work in literacy and mathematics used for tiered intervention and focused supports • Engage in learning walks with staff and use evidence to inform structural and instructional influence and decisions • Evidence of consistency of practices and pedagogy related to Collaborative Inquiry foci/questions/theory of action • Evidence of collaboration, innovation and creativity within learning in and with the world • Evidence of understanding our youngest learners and why early numeracy learning is such an important factor for success of children and their families • Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched numeracy practices • Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming 	<p>At the System Level</p> <ul style="list-style-type: none"> • Evidence of focussed implementation work of SIP and its impact on innovative and student-driven teaching and learning across the school • Evidence of change s and/or improvements in beliefs and values reflected in classroom and school structures, practice and interactions of staff and students • Evidence of implementation of recommendations of Learning walk/District Process (e.g. artifacts, student work, PLT summary notes) learning walks • Evidence of school-based methods for tracking and monitoring improvements in student learning (e.g., data walls, tracking sheets, classroom profiles) including for racialized or under-served populations • Evidence of changed outcomes for student groups that are not achieving the Provincial standard • Evidence of identification and support of inclusionary approach to EQAO participation e.g. exemption tracking sheets, intervention strategies; accommodation arrangements) • Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched practices • Evidence of multiple opportunities for ongoing observations and team's use of formative assessments of children's progress in attaining identified learning expectations before entry to Grade 1 • Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming

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	<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>	
Pathways	<ul style="list-style-type: none"> ✓ All secondary schools will increase by 5% from 75% to 80% the number of students who have accumulated 16 credits by Grade 10 (Year 2) by the end of 2013-14. ✓ By June 2017, the proportion of students enrolled in the Grades 9-10 Academic Program of Study will increase by 5%. Note: Program of study is defined by the proportion of secondary school students taking the majority of their Grade 9-10 courses in the Academic Program of Study. ✓ By June 2017, students from the three lowest income deciles will have greater representation within secondary school programs such as French Immersion (increase by 50% of current proportion), Gifted programs (increase by 50% of current proportion) as well as within Specialty Arts schools (increase by 50% of current proportion). ✓ By June 2017, the proportion of students placed in congregated Special Education classes will be reduced by 50%. ✓ By June 2017, the proportion of students identified as having Special Education Needs will be more reflective of the racial and language proportions of students across the board. ✓ By June 2017, the rates of post-secondary access will rise by 50% for students in the Applied Program of Study and for students taking College level courses. ✓ All secondary schools will increase the five-year cohort graduation rate by 5% from 80% (Fall 2007 Grade 9 cohort) to 85%. ✓ By June 2014 there will be a 10% increase for Senior Kindergarten students who are school-ready, from 67% (2010-11) to 77%, as measured by the EDI. 	<p>System-wide implementation of:</p> <ul style="list-style-type: none"> • Review student demographic and achievement data and build consensus on key strategies for increasing student well-being for the identified groups • Schools will develop co-constructed success criteria and learning goals with their students based on the Learning Skills on the Report Card • Every school will develop a personalized student approach to ensure smooth transition from grade to grade. This will include promotion meetings at the secondary level and year-end grade team meetings at the elementary level. • Every school will support pathways planning and career exploration for students in every grade • Every secondary school will actively re-engage early school leavers, provide programming and support or facilitate student entry into another TDSB school or program • Establish and support cross-panel Transition Teams at the FOS level • Develop structures and wrap around supports for students at every transition point (elementary and secondary) • Enhance student voice and engagement • Special Education Target Ten Transitions (students with focused strategies) • Culturally Relevant and Responsive Teaching • For English Language Learners (ELL), implement a school reception and transition practices/process that support the well-being of and adjustments that ELLs face and need be engage TDSB support services such as Settlement Workers, Multilingual Services staff • Re-engage 18-20 year old early school leavers to EdVance schools to enable graduation from secondary school. • Continuing Education will engage and re-engage students in order to enable changed pathways and successful completion of an OSSD • Implementation of the recommendations in the <i>2012-2013 Annual Report on TDSB District Process Implications</i> 	<p>In all Early Years Learning classrooms,</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 (EY document page 12) • 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 behaviour to different contexts • educators will intentionally model and teach strategies to solve problems in learning and social situations • educators will support children's development by connecting the children's school learning with learning with and in the home, community and the world 	<p>At the Classroom Level:</p> <ul style="list-style-type: none"> • Use of success criteria, learning goals, rubrics and students' self and peer assessments are visible in their learning and in classrooms • Evidence of oral language and vocabulary development to enable students to develop confidence in speaking in a variety of contexts and for different purposes to a range of audiences • Evidence of equity of participation in learning experiences and contributions to the school life • Evidence of greater participation among diverse groups of students in leadership programs • Engage in cross-panel collaboration, transition, and appropriate academic programming for student success • Use the Transition Tracking Tool to identify and report on students at risk • Provide for career exploration including goal setting, job shadowing, excursions, etc. • Track successful completion of credits at the end of each quadmester or session for all EdVance students • Evidence of taking time to understand our youngest learners and why early learning is such an important factor for success of children and their families • Evidence of multiple opportunities for ongoing observations and team's use of formative assessments of children's progress in attaining identified learning expectations before entry to Grade 1 <p>At the school level:</p> <ul style="list-style-type: none"> • Review and disseminate Ontario Schools (OS), K-12: Policy and Program Requirements, 2011. http://www.edu.gov.on.ca/eng/document/policy/os/index.html • Provide each student in grade 11 and 12 with a printed copy of his/her Credit Summary Reports (during the first week of school) • Use myBlueprint@ as a tool for program pathways planning and involve students and parents/guardians in the development and tracking of students' Individual Pathway Plan or IPP (Ontario Schools page 26), • Review Critical Path for Transitions (Promotion, Transfer & Retention Policy) • Establish processes to support cross-panel collaboration, transition, and appropriate academic programming for student success • Use the Transition Tracking Tool to identify and report on students at risk • Expand opportunities for career exploration including goal setting, job shadowing, excursions, etc. • Conduct School Climate Surveys "Creating a Positive School Climate" to be a standing item at every staff meeting • Ensure effective and caring Guidance support is informed by <ul style="list-style-type: none"> ○ Suspension Data ○ Attendance Data ○ Parent Census Data • Evidence of understanding our youngest learners and why early learning is such an important factor for success of children and their families • Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched practices • Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming

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Community, Culture and Caring	<p><i>What do we expect students to do at the conclusion of this timeframe?</i></p> <p>By June 2014, goals based on the Caring & Safe Schools & Absenteeism Reports:</p> <ul style="list-style-type: none"> ✓ Across the elementary and secondary schools, reduce the total number of suspensions by 10% for all students and 50% for students with Special Education Needs. ✓ Students' average days absent across the TDSB will be reduced by 10% or more for both the elementary and secondary school panels: <ul style="list-style-type: none"> • Grades 1-8 absenteeism will decline from 5.8% to 4.8%, and • Grades 9-12 absenteeism will decline from 9.5% to 6.5%. ✓ Students' absenteeism in Grades 9-10 enrolled in the Applied Program of Study will be comparable to students' absenteeism in the Academic Program of Study by reducing the absenteeism rate among the Applied students from 15.3% to 6.5%. (<i>Note: Program of Study is defined by secondary school students taking the majority of their Grade 9-10 courses in the Academic, Applied, and Locally-developed Programs of Study.</i>) ✓ The absenteeism rate of students in Grades 1-8 with Special Education Needs (excluding Gifted) will decline from 7.6% to 4.8%, while the rate of secondary school students with Special Education Needs will decline from 12.9% to 6.5%. <p>Based on the TDSB's 2011 Student Census findings and by the next round of Census implementation (2015-2016), there will be an increase of students reporting on the following:</p> <p>General Feelings about School : Increase minimally by 5%</p> <ul style="list-style-type: none"> ✓ Secondary school students enjoy school (from 59% to 64%), find their school a friendly and welcoming place (from 68% to 73%), and feel they belong in the school (from 66% to 71%) <p>School Safety: Increase minimally by 5%</p> <ul style="list-style-type: none"> ✓ Secondary school students feel safe inside the classroom & in other parts of the school building (from 81% to 86%), and outside on school property (from 73% to 78%) ✓ Students in Grades 7-8 (from 62% to 67%) and secondary school students (from 69% to 74%) rarely or never experience social bullying incidents such as insults or name calling <p>Relationships with School Adults: Increase minimally by 5%</p> <ul style="list-style-type: none"> ✓ Secondary school students feel accepted by adults in school (from 76% to 81%) and feel supported by their teachers (from 69% to 74%), and feel satisfied with the ways their teachers teach (from 64% to 69%) ✓ Secondary school students feel comfortable discussing problems (at least sometimes) with their teachers (from 59% to 64%), guidance counselors (56% to 61%), and principals (from 40% to 45%) ✓ Students have at least one adult in the school that they can turn to for personal support, help or advice (from 54% to 59% for the secondary school students; and from 65% to 70% for students in Grades 7-8) <p>Participation in Class and School Activities: Increase minimally by 5%</p> <ul style="list-style-type: none"> ✓ Secondary school students feel comfortable answering questions (from 57% to 62%), speaking up to give opinions (from 50% to 55%), and participating in activities or discussions in class (from 58% to 63%) ✓ Secondary school students find their school offering them extra-curricular and sports activities that they are interested in (from 68% to 73% and from 70% to 75% respectively). <p>Life Skills: Increase minimally by 5%</p> <ul style="list-style-type: none"> ✓ Secondary school students are good at financial management skills (from 54% to 59%) and at time management skills (from 38% to 43%) <p>Physical and Emotional Health: Increase minimally by 5%</p> <ul style="list-style-type: none"> ✓ Secondary school students will have daily physical activity in school (from 43% to 48%) and are emotionally healthy (from 74% to 79%) 	<p><i>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</i></p> <p>System-wide implementation of:</p> <ul style="list-style-type: none"> • Review and analyse census and report card data to set goals for students engagement, well-being and sense of belonging • Co-construct with students and parents indicators of success for effective relationships and use feedback to engage students in learning and experiencing in and outside the classroom and school • Focus on including all students in leadership experiences in the school and available through community partnerships • Strategies to build a fair, equitable and inclusive school culture • Leadership Programs including: CRRP, coaching conversations • Every school will develop a "caring adult" program where a culture of caring for each student is supported methodically throughout the year. • Students will be encouraged to participate in two co-curricular activities per grade level. • Establish "Caring, Safe and Accepting Schools" Teams • Establish Whole school approach that uses a continuum of prevention programs, interventions and supports <ul style="list-style-type: none"> ○ Restorative Practices ○ Peer Mediation ○ Mentorship ○ Character Education ○ Ontario First Nation, Metis and Inuit Education Policy Framework ○ Bully Prevention Programs ○ IEP/IPRC Parent Night ○ Shared Solutions Parent Sessions • Ongoing communication strategies with students, parents, staff and community to promote the beneficial link between partnerships and student achievement and well-being • Special Education Target Ten Inclusion (students with focused strategies and an analysis of best practices through school-based survey) • For English Language Learners (ELL), implement a school reception and transition practices/process that support the well-being of and adjustments that ELLs face and need be engage TDSB support services such as Settlement Workers, Multilingual Services staff • Continuing Education International Languages and African Heritage programs will partner with cultural and linguistic communities • Implementation of the recommendations in the <i>2012-2103 Annual Report on TDSB District Process</i> 	<p><i>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</i></p> <p>In all Early Years Learning classrooms,</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 (EY document page 12) • 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 behaviour to different contexts • educators will intentionally model and teach strategies to solve problems in learning and social situations • educators will provide a healthy supportive social and healthy physical environment • educators will support children's development by connecting the children's school learning with learning with and in the home, community and the world 	<p>At the classroom, school and system level:</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 • Sharing of co-constructed indicators of success with the school community and the characteristics of highly effective schools • 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 • Determine Target Ten Low Incidence Inclusion survey baseline information through the collection of 250 surveys • Evidence of strategies used to ensure and promote caring and safety for all students in common spaces such as school yards and hallways • Track the number of International Language learners and classes to ensure proportional participation. • Continuing Education will track the number of parent/guardian activities that engage community partners and parents/guardians • Evidence of understanding our youngest learners and why early learning is such an important factor for success of children and their families • Evidence that the kindergarten program is based on developmentally appropriate and pedagogically sound and enriched practices • Evidence of multiple opportunities for ongoing observations and team's use of formative assessments of children's progress in attaining identified learning expectations before entry to Grade 1 <p>Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming</p> <p>In addition, it is proposed that by 2015-2016 a <i>TDSB Staff Census</i> be implemented to establish a <u>baseline</u> in understanding the role, progress, and needs of school staff in assuring equitable, inclusive, respectful, and engaging learning environments for all students. Some of the topics to be explored may include:</p> <ul style="list-style-type: none"> • staff training and practice in promoting inclusive teaching and learning • 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

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