2015-2016 TDSB BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT K-GRADE 12+

Meeting our 2015 - 16 Board Improvement Plan for Student Achievement SMART Goals requires collective, intentional and precise efforts. All schools contribute to meeting our BIPSA goals. This means for 2015 – 2016 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 School Improvement Cycle 2015-16

SEPTEMBER
Establishing Professional Learning Teams
Collaborative Inquiry
Update evidence of needs of SIP
Engage in deconstruction of data (e.g.EQAO)

OCTOBER - DECEMBER
School Improvement Plans Literacy, Numeracy
Pathways, Community, Culture and Caring
District Reviews
Using SEF/SIP Information Developed by the School

JANUARY - MARCH
District Reviews
Using SEF/SIP
Information Developed by the School
Ongoing Monitoring of PLT's, SIP, and TLCP's

MARCH - MAY
District Reviews
Using SEF/SIP I
Information Developed by the School
Ongoing Monitoring of PLT's, SIP, and TLCP's

MAY- JUNE
Monitoring and Renewing
Planning for Next Year's School Improvement Plan
Engage in School Self Assessment
Review data and develop SIP for next school year

STUDENT ACHIEVEMENT, LEARNING & WELL-BEING
Parent and Community Engagement
Every School,
An Effective School

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.

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PILLARS	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS		MONITORING & TRACKING ACTIONS	
	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?*	
Literacy	✓ By June 2015 there will be a 10 percentage points increase as follows: • Gr. 3 Reading (71% to 81%) Gr. 3 Writing (80% to 90%) • Gr. 6 Reading (77% to 87%) Gr. 6 Writing (80% to 90%) ✓ By June 2015 there will be a 7 percentage points increase (82% to 89%) in the percentage of fully participating first-time eligible students successful in literacy as measured by the Ontario Secondary School Literacy Test **(OSSLT).** ✓ By June 2015 there will be a 10 percentage points increase in the percentage of students with Special Education Needs **(SEN)** (excluding Gifted) at the provincial standard in EQAO Grades 3 and 6 as follows: • Gr. 3 Reading (36% to 46%) Gr. 3 Writing (54% to 64%) • Gr. 6 Reading (42% to 52%) Gr. 6 Writing (46% to 56%) ✓ By June 2015 there will be a 10 percentage points increase (48% to 58%) in the percentage of students with **SEN** (excluding Gifted) successful in the OSSLT. ✓ By June 2015 there will be a decrease of 3 percentage points in the exemption rate among students with **SEN** (excluding Gifted) in EQAO Grade 3 and Grade 6 Reading and Writing as follows: • Gr. 3 Reading (10% to 7%) Gr. 3 Writing (10% to 7%) • Gr. 6 Reading (7% to 4%) Gr. 6 Writing (6% to 3%) ✓ By June 2015 there will be a 10 percentage points increase in the percentage of English Language Learners **(ELL)** at the provincial standard in EQAO Grades 3, 6 and 10 as follows: • Gr. 3 Reading (41% to 51%) Gr. 3 Writing (56% to 66%) • Gr. 6 Reading (39% to 49%) Gr. 6 Writing (51% to 61%) • Grade 10 OSSLT (65% to 75%) ✓ All **Senior Kindergarten** students will meet Level 6 as measured by the TDSB approved literacy diagnostic tools i.e. Development Reading Assessment (DRA) or Alpha-jeune Reading Assessment at their beginning of Grade 1 in September/October 2015. ✓ **Cohort Target:** There will be a 10 percentage points increase in the percentage of students that 'Maintained Standard' or 'Rose to Standard' compared to the previous EQAO Cohort groups as follows: • Gr. 3 Reading in 2012 to Grade 6 Reading in 2015 (79% to 89%) • Gr. 3 Writing in 2012 to Gr. 6 Writing in 2015 (82% to 92%) • Gr. 6 Literacy in 2012 to Grade 10 OSSLT in 2015 (84% to 94%) ✓ The percentage of students achieving at the provincial standard from the lower achieving groups (e.g., students from Black, Spanish Speaking, and Aboriginal) will be improved by a minimum of 15 percentage points 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.	**System-wide implementation of:** • **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** • 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 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 there 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*	**In all Early Years Learning classrooms,** • **Provide inquiry-based learning and the development of critical thinking skills** • engage all kindergarten students in the development of their own learning goals • 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	**At the Classroom Level:** • **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 **At the School Level:** • **Be a visible and available support to early years educators while encouraging the highest quality play-based and inquiry-based programming** • 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	**At the System Level** • **Evidence of implementation of recommendations of Learning walk/District Process (e.g. artifacts, student work, PLT summary notes) learning walks** • 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 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

2015-2016 TDSB BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT K-GRADE 12+

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PILLARS	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS		MONITORING & TRACKING ACTIONS
	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?*
Mathematics & Numeracy	✓ By June 2015 there will be an increase in the EQAO Mathematics results as follows: • 10 percentage points increase in Gr. 3 Mathematics (71% to 81%) • 10 percentage points increase in Gr. 6 Mathematics (59% to 69%) • 15 percentage points increase in Gr. 9 Applied Mathematics (34% to 49%) • 6 percentage points increase in Gr. 9 Academic Mathematics (82% to 88%) ✓ By June 2015 there will be a 10 percentage points increase in the percentage of students with Special Education Needs **(SEN)** (excluding Gifted) at the provincial standard in EQAO Grades 3 and 6 as follows: • Gr. 3 Mathematics (33% to 43%) • Gr. 6 Mathematics (18% to 28%) ✓ By June 2015 there will be a 10 percentage points increase in the percentage of students with **SEN** (excluding Gifted) at the provincial standard in EQAO Grade 9 Academic and Applied Mathematics: • Gr. 9 Applied Mathematics (26% to 36%) • Gr. 9 Academic Mathematics (65% to 75%) ✓ By June 2015 there will be a decrease of 3 percentage points in the exemption rate among students with **SEN** (excluding Gifted) in EQAO Grade 3 and Grade 6 Mathematics as follows: • Gr. 3 Mathematics (9% to 6%) • Gr. 6 Mathematics (7% to 4%) ✓ By June 2015 there will be a 10 percentage points increase in the percentage of English Language Learners **(ELL)** at the provincial standard in EQAO Grade 3, Grade 6 and Grade 9 Mathematics as follows: • Gr. 3 Mathematics (51% to 61%) • Gr. 6 Mathematics (37% to 47%) • Gr. 9 Applied Mathematics (27% to 37%) • Gr. 9 Academic Mathematics (76% to 86%) ✓ By the end of the **Senior Kindergarten**, students are able to explain, describe and identify relationships and patterning in numeracy. ✓ **Cohort Target:** There will be a 10 percentage points increase in the percentage of students that 'Maintained Standard' or 'Rose to Standard' compared to the previous EQAO Cohort groups as follows: • Gr. 3 Mathematics in 2012 to Grade 6 Mathematics in 2015 (61% to 71%) • Gr. 6 Mathematics in 2012 to Grade 9 Applied Mathematics in 2015 (40% to 50%) • Gr. 6 Mathematics in 2012 to Grade 9 Academic Mathematics in 2015 (85% to 95%) ✓ The percentage of students achieving at the provincial standard from the lower achieving groups (e.g., students from Black, Spanish Speaking, and Aboriginal) will be improved by a minimum of 15 percentage points 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.	**System-wide implementation** of: • **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** • **Use of resources such as manipulative, assistive technology, and appropriate modifications/accommodations by teachers and students at all levels** • 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 • "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 • 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 *2012-2013 Annual Report on the Implementation of TDSB District Process*	In all Early Years Learning classrooms, • **Explicit instruction in all strands of mathematics, embedded into learning centres and incorporating mathematical thinking into every day learning situations** • engage all kindergarten students in the development of their own learning goals • 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	**At the Classroom Level:** • 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 **At the School Level:** • **Have conversations minimally 3 times/year of progress of marker and target ten students and the impact of strategies used** • 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 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	**At the System Level** • **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 change s and/or improvements in beliefs and values reflected in classroom and school structures, practice and interactions of staff and students** • Evidence of focussed implementation work of SIP and its impact on innovative and student-driven teaching and learning across the school • Evidence of implementation of recommendations of Learning walk/District Process (e.g. artifacts, student work, PLT summary notes) learning walks • 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

PILLARS	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS		MONITORING & TRACKING ACTIONS	
	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?*	
Pathways	✓ All secondary schools will increase by 5 percentage points (74% to 79%) the number of students who have accumulated 16 or more credits by Grade 10 (Year 2) by the end of 2014-15. ✓ By June 2017, the proportion of students enrolled in the Grades 9-10 Academic Program of Study will increase by 5 percentage points (67% to 72%) *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. Baseline is as of 2013-14.* ✓ By June 2017, students in the three lowest income deciles will have greater representation by an increase of 50% in the following secondary school programs: • French Immersion from 12% in 2011-12 • Gifted programs from 9% in 2011-12 • Specialty Arts schools from 7% in 2011-12 ✓ By June 2017, the proportion of students placed in Congregated Special Education classes will decline by 50% from 5% in 2013-14 ✓ By June 2017, the rates of confirmations to post-secondary access in Ontario will rise by 50% from 15% (2011-12) for students in the Applied Program of Study and rise by 50% from 13% (2011-12) for students taking College level courses ✓ All secondary schools will increase the five-year cohort graduation rate by 5% from 83% (Fall 2008 Grade 9 cohort) to 88%. ✓ By June 2015 there will be a 10 percentage points increase for Senior Kindergarten students who are school-ready, from 67% (2010-11) to 77%, as measured by the EDI.	**System-wide implementation** of: • **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** • 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 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 *2012-2013 Annual Report on TDSB District Process Implications*	In all Early Years Learning classrooms, • **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** • 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 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	**At the Classroom Level:** • **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** • 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 • 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 **At the school level:** • 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 ○ 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	**At the System Level:** • **Review and analyze Learning Skills in Report Cards** • Collect and track usage of myBlueprint©, • On-line survey of secondary school graduates to establish postsecondary destinations • Review and report on LDCC, Learning Strategies Courses, OSSLT, OSSLC • Track the number of re-engaged 18-20 year olds who have successfully earned an OSSD • Track the number of credits granted relative to the re-engaged students who registered in Continuing Education • 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 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tdsb
Toronto District School Board

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Toronto District School Board

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	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?*
Community, Culture and Caring	By June 2015, goals based on the **Absenteeism and Caring & Safe Schools** Reports: ✓ Students' average days absent across the TDSB will be reduced by 50% or more for both the elementary and secondary school panels: • Grades 1-8 absenteeism will decline from 6.1% to 3.1%, and • Grades 9-12 absenteeism will decline from 9.0% to 4.5%. ✓ 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 14.7% to 6.3%. (*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.*) ✓ The absenteeism rate of students in Grades 1-8 with **Special Education Needs (**excluding Gifted) will decline by 50% from 8.0% to 4.0%, while the rate of students in Grades 9 -12 with Special Education Needs (excluding Gifted) will decline from 12.4% to 6.2%. ✓ Across the elementary and secondary schools, reduce the total number of suspensions by 10% for all students (from 6,894 to 6,205) and 50% for students with Special Education Needs (from 3,526 to 1,763). 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: **General Feelings about School:** Increase minimally by 5 percentage points ✓ 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%) **School Safety:** Increase minimally by 5 percentage points ✓ 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 **Relationships with School Adults:** Increase minimally by 5 percentage points ✓ 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) **Participation in Class and School Activities:** Increase minimally by 5 percentage points ✓ 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). **Life Skills:** Increase minimally by 5 percentage points ✓ Secondary school students are good at financial management skills (from 54% to 59%) and at time management skills (from 38% to 43%) **Physical and Emotional Health:** Increase minimally by 5 percentage points ✓ Secondary schools students will have daily physical activity in school (from 43% to 48%) and are emotionally healthy (from 74% to 79%)	**System-wide implementation** of: • **Every school will develop a "caring adult" program where a culture of caring for each student is supported methodically throughout the year.** • **Establish Whole school approach that uses a continuum of prevention programs, interventions and supports** ○ **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** • 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 • Students will be encouraged to participate in two co-curricular activities per grade level. • Establish "Caring, Safe and Accepting Schools" Teams • 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 *2012-2103 Annual Report on TDSB District Process*	**In all Early Years Learning classrooms,** • **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** • 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 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	**At the classroom, school and system level:** • **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 consistency and equity in classroom and school wide practices based on high expectations and effective caring relationships** • **Evidence of understanding our youngest learners and why early learning is such an important factor for success of children and their families** • Sharing of co-constructed indicators of success with the school community and the characteristics of highly effective schools • 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 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 In addition, it is proposed that by 2015-2016 a TDSB *Staff Census* 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: • 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	By June 2015, goals based on the **Absenteeism and Caring & Safe Schools** Reports: ✓ Students' average days absent across the TDSB will be reduced by 50% or more for both the elementary and secondary school panels: • Grades 1-8 absenteeism will decline from 6.1% to 3.1%, and • Grades 9-12 absenteeism will decline from 9.0% to 4.5%. ✓ 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 14.7% to 6.3%. (*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.*) ✓ The absenteeism rate of students in Grades 1-8 with **Special Education Needs (**excluding Gifted) will decline by 50% from 8.0% to 4.0%, while the rate of students in Grades 9 -12 with Special Education Needs (excluding Gifted) will decline from 12.4% to 6.2%. ✓ Across the elementary and secondary schools, reduce the total number of suspensions by 10% for all students (from 6,894 to 6,205) and 50% for students with Special Education Needs (from 3,526 to 1,763). 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: **General Feelings about School:** Increase minimally by 5 percentage points ✓ 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%) **School Safety:** Increase minimally by 5 percentage points ✓ 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 **Relationships with School Adults:** Increase minimally by 5 percentage points ✓ 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) **Participation in Class and School Activities:** Increase minimally by 5 percentage points

2015-2016 TDSB BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT K-GRADE 12+

Meeting our 2015 - 16 Board Improvement Plan for Student Achievement SMART Goals requires collective, intentional and precise efforts. All schools contribute to meeting our BIPSA goals. This means for 2015 – 2016 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.

				✓ 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). **Life Skills:** Increase minimally by 5 percentage points ✓ Secondary school students are good at financial management skills (from 54% to 59%) and at time management skills (from 38% to 43%) **Physical and Emotional Health:** Increase minimally by 5 percentage points ✓ Secondary school students will have daily physical activity in school (from 43% to 48%) and are emotionally healthy (from 74% to 79%)