

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

Meeting our 2014 - 15 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 2014 – 2015 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 2014-15



TDSB Takes Action

- Inclusive
- Confident
- Ambitious
- Nurturing

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

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

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

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

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

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

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

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

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

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

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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	<p>By June 2015:</p> <p>Gr 3 Reading: 46/52 students will meet provincial standards Gr 3 Writing 47/52 students will meet provincial standards</p> <p>Gr 6 Reading: 55/65 students will meet provincial standards Gr 6 Writing 55/65 students will meet provincial standards</p> <p>All SK students will meet reading expectations as measured by DRA level 6.</p> <p>4/6 grade 3 students with an IEP will meet provincial standards. 7/11 grade 6 students with an IEP will meet provincial standards.</p>	<p>Structural Strategies:</p> <ul style="list-style-type: none"> PLC's Collaborative Inquiry Cycles Data Walls Moderated Marking Uninterrupted Literacy Blocks Alignment of resources to support our goals in literacy <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Guided Reading Clear and relevant Learning Goals shared with class Co-created Success Criteria to guide learning and encourage high achievement Ongoing, timely and Descriptive Feedback Daily non-fiction reading and writing Explicit teaching of reading and writing skills with an emphasis on critical thinking, and with a particular focus on improving the skills of our boys TDSB High Yield Instructional Strategies (questioning, summarizing, comparing) Scaffolding using Differentiated Instruction Development of rubrics, exemplars and anchor charts with students Selection of classroom resources and instructional strategies that reflect the diverse social realities of our students The use of technology in the classroom to support struggling readers and writers (e.g., Read and Write Gold) Reading Recovery support for struggling grade one students 	<ul style="list-style-type: none"> develop skills in collecting descriptive feedback data to use for collaborative discussion (looking for patterns in feedback) Conduct a needs assessment to determine PD needs Develop capacity in the use of assistive technology (e.g., Read and Write Gold) Learn, develop and implement strategies/actions that work specifically for boys, students with IEP's and English Language Learners Collaborative inquiries to focus on questioning, accountable talk, guided reading and critical literacy 	<p>Classroom level:</p> <ul style="list-style-type: none"> 1 Collaborative Inquiry in language during the school year with ongoing monitoring in between inquiry cycles Moderated Marking for all Collaborative Inquiry culminating activities Data Walls Identification of and focus on Marker Students (1 for Literacy, 1 for Numeracy in each class at level 2) EQAO data EDI data DRA/CASI Early Reading Intervention (ERI) strategies <p>School Level:</p> <ul style="list-style-type: none"> PLC for staff by division (kindergarten/primary/junior) IST/SST to focus on at risk students who would need a variety of differentiated instruction strategies <p>Review Meeting</p>	<ul style="list-style-type: none"> Fall/Spring – DRA/CASI results Reporting Periods At the mid and end points of each Collaborative Inquiry Marker Students at the end of each month Primary teachers will meet to assess the DRA and EQAO results Junior teachers will meet to assess the CASI and EQAO results MART will co-ordinate monthly IST and SST meetings to focus on at risk students MART will work with all staff to ensure that IEPs are updated and related to program delivery PORs will share relevant data and provide opportunities to discuss and analyze progress and improvement both online and through division meetings and professional development activities Collective Analysis of EQAO data as a school at staff meetings

Mathematics & Numeracy	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS	
	<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>	
<p>By June 2015</p> <p>Gr 3: 47/52 students will meet provincial standards.</p> <p>Gr 6: 45/65 students will meet provincial standards.</p> <p>4/6 grade 3 students with an IEP will meet provincial standards. 7/11 grade 6 students with an IEP will meet provincial standards.</p> <p>Teachers will focus on Three part Math lesson and multi step problems with rich math vocabulary which will enable students to explain how the problem was solved.</p> <p>Continued emphasis on using a variety of manipulatives to further understand and help student develop strategies to solve multi-strand word problems.</p> <p>SK students will be able to explain, describe and identify relationships and patterning in numeracy.</p>	<p>Structural Strategies:</p> <ul style="list-style-type: none"> • PLC's • Collaborative Inquiries • Data Walls • Moderated Marking of student work • Uninterrupted Numeracy Blocks • Alignment of resources to support our goals in numeracy • <p>Instructional:</p> <ul style="list-style-type: none"> • Clear and relevant Learning Goals shared with class • Co-created Success Criteria to guide learning and encourage high achievement • Ongoing, timely and Descriptive Feedback • Inquiry-based (problem solving) approach to lesson design and delivery • Increased focus on computational skills with home support through homework and practice • Continued use of academic language in Math • Development of rubrics, exemplars and anchor charts with students • Use of manipulatives • Inclusion of non-fiction writing in all strands (e.g., math journals) • Planning using the Ontario Mathematics curriculum along with the textbook • Scaffolding using Differentiated Instruction • Rich Assessment Tasks 	<ul style="list-style-type: none"> • Gain and expand their skills in developing rich inquiry based instructional and assessment tasks (higher order level questioning) • Gain a greater understanding of the mathematical processes as outlined in the Ontario Curriculum • Gain a greater understanding of the 3 part lesson • Will develop capacity in the use of manipulatives Collaborative inquiries to focus on math inquiry, an accountable talk 	

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Pathways	<p>Continue to integrate HSP and Behaviour students in homeroom classes as appropriate.</p>	<p>A school wide focus on the implementation of:</p> <p>Structural Strategies:</p> <ul style="list-style-type: none"> • Co-curricular and Extra-curricular activities • Procedures and Policies in place to identify and support students who are underachieving • Regularly scheduled IST/SST meetings • Transition plans for Grade 6 students including parent information evening • Information evenings for parents and students about entry points (Kindergarten and Extended French) • provide opportunities for staff to develop strategies to implement IEPs <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction (DI) • Effectively implemented IEPs • Assistive Technology • Relevant and regular feedback for student improvement 	<p>Staff will:</p> <ul style="list-style-type: none"> • develop a deep understanding about how to implement Differentiated Instruction strateg at all levels in all subject areas. • collaboratively develop a precise understandi of Level 3 and 4 student work in reading and writing • develop precise feedback to provide students with clear tangible next steps to improve prior culminating assessments

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	COLLECTIVE STUDENT ACHIEVEMENT & WELL-BEING TARGETS	IMPLEMENTATION STRATEGIES, ACTIONS & TACTICS
Curriculum	<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>

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Improve Self-regulation skills using Mind-Up resource and social worker

School Safety:

Building a positive school climate where students feel comfortable talking to any adult in the school.

Physical and emotional health:

98% of our students will have Physical Education or DPA daily.

Structural Strategies:

- Ongoing communication strategies with students, parents and the community to promote the link between partnerships and student achievement and well-being. (School newsletter, School Council meetings, Classroom Blogs, School Library Blog, School Twitter feed, School events such as the Pumpkin Fest, Book Fairs, Seasonal Concerts, Fun Fair, Community Hub Carousel)
- A wide variety of extra-curricular activities for students Wilkinson School Council Partnership
- Healthy Eating Program
- Partnership with Dandyllion Daycare
- Partnerships with Community Organizations (e.g., Eastview Boys and Girls Club, Sisters in Action, St. Leonard's Society, TPH, TFSS, Young Carers, Toronto Public Library, Woodgreen Toronto, Madina Masjid)
- Snack program for students in JK/SK
- Student Ambassadors

Instructional Strategies:

- Character Education Assemblies
- School wide implementation of bullying awareness and prevention program
- Community Circles in all classrooms
- "Wilkinson Gives" - School wide fundraising events for different charitable organizations (e.g., Terry Fox Run, Me to We)
- EcoSchools – Student Eco Team, Eco-themes to increase environmental literacy
- Grade teams to organize activities for Aboriginal History Month (November) and Pink Day (April)

Professional Development for staff on:

- Restorative Practice
- Banks Continuum
- Integra
- Mind-up