



OUR VISION: A Caring, Learning Community OUR MISSION: Improving Student Learning

THAMES VALLEY DISTRICT SCHOOL BOARD: BOARD IMPROVEMENT PLAN - 2011 – 2012 Submission
 “Each Student ... Every Day”

October 31, 2011

System Goal:	To increase student achievement in literacy and numeracy, while reducing identified learning gaps, leading to graduation.
System Literacy Strategic Goals:	<p>1a) To increase the percentage of primary students attaining levels 3 and 4 from 55% to 60% on the reading component of the 2012 EQAO assessment.</p> <p>1b) To increase the percentage of junior students attaining levels 3 and 4 from 65% to 70% on the writing component of the 2012 EQAO assessment.</p> <p>1c) To increase the percentage of intermediate students (from 67% to 72%) attaining levels 3 and 4 on the writing strand of the Elementary Provincial Report Card in June 2012.</p> <p>1d) To increase the percentage of secondary students attaining a pass on the 2012 EQAO OSSLT (literacy assessment) from 80% to 84%.</p>
System Numeracy Strategic Goals:	<p>2a) To increase the percentage of junior students achieving level 3 and 4 from 52% to 57% on the math component of the 2012 EQAO assessment.</p> <p>2b) To increase the percentage of intermediate students (from 66% to 71%) attaining levels 3 and 4 in math on the Elementary Provincial Report Card in June 2012.</p> <p>2c) To increase Applied Math pass rates from 85% to 88% in Grade 9, and from 80% to 83% in Grade 10 by June 2012.</p> <p>2d) To increase the percentage of Grade 9 students achieving level 3 and 4 from 39% to 44% (applied) and 83% to 86% (academic) on the 2012 EQAO Math assessment.</p>
System Secondary Strategic Goals:	<p>3a) To increase the percentage of Grade 9 students attaining 8 credits from 79% to 82% by June 2012.</p> <p>3b) To increase the graduation rates from 70% to 72% for the 4 year rate and from 84% to 86% for the 5 year rate by June 2012.</p>
GUIDING PRINCIPLES:	<p>TVDSB students will acquire skills that reflect their abilities and provincial standards.</p> <p>TVDSB students will have equitable access to a range of programs, services and resources to support diverse learning needs and pathways.</p> <p>TVDSB staff will foster positive, engaging and inclusive environments to support student learning.</p> <p>TVDSB staff will engage family and community to support the diverse learning needs of students.</p>
Definitions	<p>Literacy: Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involved the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice.</p> <p>Numeracy: Mathematics structures, operations, processes, and language provide students with a framework and tools for reasoning, justifying conclusions, and expressing quantitative and qualitative ideas clearly. Through mathematical activities that are practical and relevant to their lives, students develop mathematic understanding, problem solving skills, and related technological skills they can apply in their daily lives and in the future workplace.</p> <p>Pathways: Helping students identify their personal interests, strengths, competencies, abilities and accomplishments and connect these to their learning in school. Using this knowledge to inform their choice of programs and learning opportunities (refer to Career development continuum <i>Choices Into Action</i> – Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999). Providing a range of learning opportunities, courses and programs both in and out of school that meet the needs and interests of their students.</p> <p>Community, Culture and Caring: Building an equitable, inclusive and engaging environment that is conducive to student learning. Classroom: strategies related to differentiated instruction, assessment for learning, student voice and choice, cultural sensitivity, and character development. School: strategies related to professional learning communities, safe schools, transition planning, and orientation programs. Community: strategies related to community service, partnerships for program support, student leadership, community outreach and student-led projects.</p>

TVDSB: Board Improvement Plan 2011-2012: System Literacy Strategic Goals – October 31, 2011

System Literacy Strategic Goals:

1a) To increase the percentage of primary students attaining levels 3 and 4 from 55% to 60% on the reading component of the 2012 EQAO assessment.

1b) To increase the percentage of junior students attaining levels 3 and 4 from 65% to 70% on the writing component of the 2012 EQAO assessment.

1c) To increase the percentage of intermediate students (from 67% to 72%) attaining levels 3 and 4 on the writing strand of the Elementary Provincial Report Card in June 2012.

1d) To increase the percentage of secondary students attaining a pass on the 2012 EQAO OSSLT (literacy assessment) from 80% to 84%.

Needs Assessment	SEF	Strategies/Actions	Professional Learning	Monitoring	Resources	Responsibility	Evaluation
<p>Primary Reading: Percent at level 3 or 4 EQAO has decreased from 56% in 2009/10 to 55% in 2010/11. Provincial rate is 65%.</p> <p>10/11 ELL reading (40%) is below prov. rate (54%). 10/11 Spec Ed reading (12%) is below prov. rate (30%).</p> <p>Primary Writing: Percent at level 3 or 4 EQAO has decreased from 61% in 2009/10 to 59% in 2010/11. Provincial rate is 73%.</p> <p>10/11 ELL writing (51%) is below prov. rate (66%). 10/11 Spec Ed writing (28%) is below prov. rate (48%).</p> <p>Junior Reading: Percent at level 3 or 4 EQAO has increased from 68% in 2009/10 to 70% in 2010/11. Provincial rate is 74%.</p> <p>10/11 ELL reading (46%) is below prov. rate (56%). 10/11 Spec Ed reading (26%) is below prov. rate (36%).</p> <p>Junior Writing: Percent at level 3 or 4 EQAO has increased from 63% in 2009/10 to 65% in 2010/11. Provincial rate is 73%.</p> <p>10/11 ELL writing (49%) is below prov. rate (61%). 10/11 Spec Ed writing (22%) is below prov. rate (36%).</p> <p>OSSLT: Percent (1st time) students being successful has decreased from 82% in 09/10 to 80% in 2010/11. 10/11 Spec Ed board rate (53%) is above prov. rate (43%).</p> <p>65% of Junior student writing marks are at level 3 & 4 on the final Report Card 2010/11. 67% of Intermediate student writing marks are at level 3 or 4 on the final Report Card 2010/11.</p>	TBD	<p>Literacy</p> <ul style="list-style-type: none"> Direct that all classroom instruction be based on the Ontario Curriculum expectations Indicate that literacy connections in all subject areas shall be explicit, communicated and modeled Direct that the Balanced Literacy document be the basis for the planning and instruction in all classrooms Direct schools regarding an elementary expectation of 100 minute literacy blocks 	<ul style="list-style-type: none"> Expected grade appropriate curriculum to be taught Expected cross-curricular connections with literacy Embed literacy within subject specific courses Early learning and emergent curriculum implementation 	<ul style="list-style-type: none"> Principal classroom walkthroughs (percent of classes where literacy is embedded in the curriculum) Number of School Improvement Plans with cross-curricular connections Superintendent visits & Family of Schools School Improvement Networks 	<p>Ministry Documents</p> <ul style="list-style-type: none"> Ontario Curriculum Documents; The Full Day Learning – Kindergarten Program; Literacy Numeracy Secretariat (LNS) Resources; Guides to Effective Literacy Instruction and Mathematics for Primary and Junior Grades; Think Literacy; Growing Success; Learning For All; First Nations, Métis, Inuit Education Policy Framework; English Language Learners (ELLs) & English Literacy Development (ELD) Policies and Procedures K-12; Ontario's Equity & Inclusive Education (EIE) Strategy <p>Board Documents</p> <ul style="list-style-type: none"> TVDSB Balanced Literacy documents; Assessment and Evaluation Guiding Principles; TVDSB School Improvement Expectations documents, 2010-11; TVDSB Time Allocation Guidelines <p>Human Resources</p> <ul style="list-style-type: none"> Early Childhood Educators; Literacy Coaches; Reading Support Teachers; ESL/ELD Teachers; Early Years Teachers; Learning Coordinators; School Administrators <p>Other Resources</p> <ul style="list-style-type: none"> First Class, memos, directives; Professional development/learning sessions; Program Services JK-8 Support Team; Release time for Learning Cycles & PD; DIA/II Task Force; Literacy Task Force(s); Print and online resources; Integration of classroom learning technologies (e.g., Smartboards, document cameras); Assistive technologies; Program Services supports: First Nations, Metis, and Inuit (FNMI); English as a Second Language (ESL) and English Literacy Development (ELD); Special Education; French as a Second Language (FSL) <p>Data Sources</p> <ul style="list-style-type: none"> Developmental Reading Assessment (DRA) kits: DRA 2 for Primary and DRA for Junior; GB+ for French Immersion schools; Class Profiles / Student Profiles; Phonological Awareness; Education Quality and Accountability Office (EQAO); ELL/Native Language (NL) data ; FNMI achievement data 	<ul style="list-style-type: none"> School Administrators Superintendents (SOs) Learning Supervisors Learning Coordinators Literacy Coaches Reading Support Teachers ESL/ELD Teachers Research and Assessment Teachers 	<p>Education Quality and Accountability Office (EQAO)</p> <p>Phonological Awareness</p> <p>Developmental Reading Assessment (DRA)</p> <p>GB+ French Reading Assessment</p> <p>Report Cards</p>
		<ul style="list-style-type: none"> Conduct professional learning sessions for administrators and staff that focus on content, rationale and implementation of balanced literacy through effective teaching and planning strategies in the classroom Demonstrate high yield strategies that support the reading/writing connection in professional learning sessions and Learning Cycles Support the use of the TVDSB School Improvement Expectations documents, 2010-11 	<ul style="list-style-type: none"> Expected implementation of balanced literacy in all classrooms Increased understanding of content & rationale of balanced literacy Expected reading/writing connection embedded in all instruction 	<ul style="list-style-type: none"> Number of requests from schools for JK -8 Support District School Reviews/ School Effectiveness Framework (SEF) – number of schools with balanced literacy focus Number and topic of Professional Learning opportunities offered Number of participants (administrators and teachers) at Professional Learning opportunities 	<p>Human Resources</p> <ul style="list-style-type: none"> Early Childhood Educators; Literacy Coaches; Reading Support Teachers; ESL/ELD Teachers; Early Years Teachers; Learning Coordinators; School Administrators 		
		<ul style="list-style-type: none"> Conduct professional learning sessions and facilitate Learning Cycles that focus on the use of varied assessment strategies (<i>for/of/as</i> learning) to collect appropriate data to drive instruction Incorporate Differentiated Instruction and Assessment (DIA) and Instructional Intelligence (II) strategies that focus on the learning needs of all students in all aspects of professional learning sessions and Learning Cycles 	<ul style="list-style-type: none"> Focused Collaborative Inquiry process and approach EQAO Preparation and Planning Teacher moderation Assessment <i>for, of and as</i> learning DIA & II strategies (e.g., Role, Audience, Format, Topic (RAFT), tiering, learning styles, flexible grouping, shared responsibility for learning) Analysis and use of data to determine next steps for instruction Use of information technology in program delivery 	<ul style="list-style-type: none"> Number of Learning Cycles in each school Learning Cycle classroom data for next cycle of instruction Principal classroom walkthroughs – number of teachers engaged in moderation, number of classes where DIA strategy applied Superintendent visits & Family of Schools District School Reviews/ School Effectiveness Framework - Number of schools with DIA focus DRA or GB+, Phonological Awareness, and EQAO data & results reviewed District Reviews – number of schools with appropriate follow-up 	<p>Other Resources</p> <ul style="list-style-type: none"> First Class, memos, directives; Professional development/learning sessions; Program Services JK-8 Support Team; Release time for Learning Cycles & PD; DIA/II Task Force; Literacy Task Force(s); Print and online resources; Integration of classroom learning technologies (e.g., Smartboards, document cameras); Assistive technologies; Program Services supports: First Nations, Metis, and Inuit (FNMI); English as a Second Language (ESL) and English Literacy Development (ELD); Special Education; French as a Second Language (FSL) 		
		<ul style="list-style-type: none"> Provide schools with specific literacy resources and support that promote fair and equitable access and learning for all (ELLs, Special Education, FNMI, FSL) Conduct detailed analyses of DRA or GB+, EQAO and other data to identify strengths and needs of student sub-groups 	<ul style="list-style-type: none"> Recognize and address the individual needs of all learners 	<ul style="list-style-type: none"> Number & type of resources in inventory and use Number of requests for IT support Number of students in unique populations (ELLs, Spec. Ed., FNMI) for scope, size, needs, and progress 	<p>Data Sources</p> <ul style="list-style-type: none"> Developmental Reading Assessment (DRA) kits: DRA 2 for Primary and DRA for Junior; GB+ for French Immersion schools; Class Profiles / Student Profiles; Phonological Awareness; Education Quality and Accountability Office (EQAO); ELL/Native Language (NL) data ; FNMI achievement data 		
		<p>Numeracy</p> <ul style="list-style-type: none"> Link literacy and numeracy by providing literacy strategies to support the teaching of the 4 Step Problem Solving Model (reading comprehension strategies, making connections between writing and communication) 	<ul style="list-style-type: none"> Use literacy to support the teaching of math 	<ul style="list-style-type: none"> Principal classroom walkthroughs – number of classes where literacy is embedded in numeracy instruction; number of classes using 3 Step Problem Solving Model Number of schools engaged in linking literacy with numeracy 	<p>Documents</p> <ul style="list-style-type: none"> Guides to Effective Literacy Instruction and Mathematics for Primary and Junior Grades; Think Literacy; Growing Success; LNS Resources; Math Organizational Frameworks <p>Human Resources</p> <ul style="list-style-type: none"> Numeracy/Literacy Coaches; Reading Support Teachers; Learning Coordinators 		
		<p>Pathways</p> <ul style="list-style-type: none"> Provide additional literacy supports and resources beyond the classroom 	<ul style="list-style-type: none"> Embed literacy in all after/before school activities Address the literacy gaps and needs of all students including those requiring additional supports Readiness for school 	<ul style="list-style-type: none"> Number of participants at events and programs FNMI data on literacy and early intervention rates Number of Transition Plans reviewed and completed 	<p>Documents</p> <ul style="list-style-type: none"> Building Pathways to Success; Learning for All; Growing Success; Grade 8 to 9 Transitions; FNMI Education Policy Framework; Grade 8 to 9 Transition Plans; Parent Resources <p>Human Resources</p> <ul style="list-style-type: none"> Learning Coordinator; Teacher on Special Assignment (TOSA); Student Success Teacher (SST) <p>Funding</p> <ul style="list-style-type: none"> Thames Valley Neighbourhood Early Learning Program (TVNELP); Homework clubs; After school programs; FNMI Mentoring Program; Transition Planning conference; Student Advisory Councils; Ontario Focused Intervention Project (OFIP) tutoring 		
		<p>Community, Culture & Caring</p> <ul style="list-style-type: none"> Support school based and board initiatives that promote a positive learning environment, parental engagement, literacy in the home, and English language development Provide and support the use of literacy material for parents to support the needs of their children Provide training and support for the integration of character education and equity and inclusive education in all school and classroom activities 	<ul style="list-style-type: none"> Knowledge of accessing community resources & supports Awareness of safety, violence, and harassment issues in schools. Strategies & knowledge on how to engage parents Equity and inclusive education strategies 	<ul style="list-style-type: none"> Participation rates, teacher/student/parent Perceptual data Reports to School Council Number of community partners and participants 	<p>Documents</p> <ul style="list-style-type: none"> Ontario's Equity & Inclusive Education (EIE) Strategy; Finding Common Ground; Ontario Parent Involvement Policy; Safe Schools Action Plans; TVDSB policies; Safe School Student survey results; Parent Brochures; Character Education JK to 12; <p>Human Resources</p> <ul style="list-style-type: none"> Public Affairs and Community Relations; Parent facilitators working with age appropriate resources in literacy; Volunteers and community partners; Partnerships with child and youth agencies and services; Board staff <p>Funding</p> <ul style="list-style-type: none"> Violence Prevention Programs; Reception plans for newcomers; Early Learning information sessions for families; Family Literacy Centres and events; Equity and Inclusive Education 		

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2b) To increase the percentage of intermediate students (from 66% to 71%) attaining levels 3 and 4 in math on the Elementary Provincial Report Card in June 2012.
2c) To increase Applied Math pass rates from 85% to 88% in Grade 9, and from 80% to 83% in Grade 10 by June 2012.
2d) To increase the percentage of Grade 9 students achieving level 3 and 4 from 39% to 44% (applied) and 83% to 86% (academic) on the 2012 EQAO Math assessment.

Needs Assessment	SEF	Strategies/Actions	Professional Learning	Monitoring	Resources	Responsibility	Evaluation
<p>Primary EQAO Math Percent at level 3 or 4 has decreased from 64% in 2009/10 to 58% in 2010/11, and is below the provincial rate (69%).</p> <p>2010/11 Gender results: 58% of males and 59% of females achieved level 3 or 4.</p> <p>2010/11 ELL math (45%) is below provincial rate (60%).</p> <p>2010/11 Spec Ed math (17%) is below provincial rate (34%).</p> <p>Junior EQAO Math Percent at level 3 or 4 has decreased from 55% in 2009/10 to 52% in 2010/11, and is below the provincial rate (58%).</p> <p>2010/11 ELL math (43%) is below provincial rate (48%).</p> <p>2010/11 Spec Ed math (13%) is below provincial rate (20%).</p> <p>Board pass rates for Grade 9 applied math increased from 84% in 2009/10 to 85% in 2010/11. Grade 10 applied math pass rate decreased from 82% in 2009/10 to 80% in 2010/11.</p> <p>Grade 9 EQAO Math: Percent of applied students achieving level 3 or 4 decreased from 42% in 2009/10 to 39% in 2010/11. Percent of academic students achieving level 3 or 4 remained the same as last year (83%).</p> <p>65% of Junior student marks in math were at or above level 3 on the final Report Card in 2010/11.</p> <p>66% of Intermediate student marks in math were at or above level 3 on the final Report Card in 2010/11.</p>	TBD	<p>Literacy</p> <ul style="list-style-type: none"> Provide examples and strategies to assist teachers in providing instruction on reading comprehension of math problems 	<ul style="list-style-type: none"> Reading comprehension as it applies to math 	<ul style="list-style-type: none"> Principal Classroom walkthroughs Evidence of reading comprehension materials 	<p>Ministry Documents</p> <ul style="list-style-type: none"> Ontario Curriculum documents; Guides to Effective Literacy and Mathematics for Primary and Junior Grades; Guides to Effective Instruction in Mathematics K-6 and TIP4RM; TIPS 4RM Ministry Resources; Think Literacy – Math document <p>Board Documents</p> <ul style="list-style-type: none"> Organizational Frameworks K-8 documents; TVDSB School Improvement Expectations documents, 2010-11; Assessment and Evaluation; Differentiated Instruction kits; Instructional Intelligence; Inventory of Math Skills – Intermediate <p>Human Resources</p> <ul style="list-style-type: none"> Numeracy and Literacy Coaches; Learning Coordinators; ESL/ELD Teachers, Learning Support Teachers; Secondary Math Learning Teams; Research and Assessment Services; Program Services JK-6 Support Team; K-6 Math Task Force; DIA/II Task Force; Student Success Teacher Teams <p>Funding</p> <ul style="list-style-type: none"> Release time for Learning Cycles, Schools in the Middle, Stats Neighbours, OFIP, LSA; CILM; Self-directed PD funds; Job embedded time for teacher release for teacher moderation; DIA learning classrooms <p>Data Sources</p> <ul style="list-style-type: none"> Student achievement data such as EQAO, pass rates, credit accumulation, Inventory of Math Skills, Teacher-based assessments <p>Other Resources</p> <ul style="list-style-type: none"> Prime Number and Operations Tool; Classroom math data walls; Understanding Numeration and Understanding Math Plus software; Math Gains Project, Techno Math 7 to 12, CLIPS, Assistive technology, OERB; Technology (e.g., smartboards, document cameras, Destination Reading, Clickers) 	<ul style="list-style-type: none"> Supervisory Officers Learning Supervisors Program Services System Instructional Intelligence Team DIA/II Task Force Numeracy Coaches Intermediate Balanced Literacy Task Force Research and Assessment Administrators Department Heads Guidance and Learning Support Teachers Classroom Teachers 	<p>EQAO</p> <p>Pass rates</p> <p>Credit accumulation</p> <p>Inventory of math skills</p> <p>Credit rescue and credit recovery</p>
		<p>Numeracy</p> <ul style="list-style-type: none"> Direct that all instruction be based on grade appropriate Ontario Curriculum expectations Establish and direct schools regarding an elementary expectation of 60 minute math blocks 	<ul style="list-style-type: none"> System intention regarding curriculum focus 	<ul style="list-style-type: none"> Documentation through Principal classroom walkthroughs and District reviews Review timetables for scheduled math blocks Superintendent visits and Family of Schools 			
		<ul style="list-style-type: none"> Analyze system level mathematics data to identify system trends and areas for improvement Examine school level mathematics data to determine schools to receive additional supports Develop capacity for system support staff and staff on school teams to analyse school based data 	<ul style="list-style-type: none"> Analysis and use of data EQAO preparation and planning Evidence-based determining of next steps for instruction 	<ul style="list-style-type: none"> System data accessed and analysed System and school needs assessment completed Data used by improvement teams 			
		<ul style="list-style-type: none"> Identify and direct all school staff that teaching math through problem solving is the main strategy Demonstrate and model the teaching of math using the problem solving approach of 3 part lesson plans and 4 step problem solving model within various PD activities 	<ul style="list-style-type: none"> Understanding the value of using a problem solving approach in math Understanding and application of problem solving approach in math 	<ul style="list-style-type: none"> SO and principal document use of problem solving strategies in math 			
		<ul style="list-style-type: none"> Create material that defines and describes key terms and strategies used in problem solving with specific application to math Post or distribute problem solving in math support material for teachers 	<ul style="list-style-type: none"> Material available (examples, definitions, support documents) 	<ul style="list-style-type: none"> Number and type of material created or distributed Teacher requests for material 			
		<ul style="list-style-type: none"> Develop, gather and post examples of math anchor/criteria charts, rubrics, exemplars, and work that meets high math achievement expectations Conduct professional learning sessions and facilitate Learning Cycles that focus on the use of varied assessment strategies (<i>for/of/as</i> learning) to collect appropriate data to drive instruction in numeracy Incorporate Differentiated Instruction and Assessment (DIA) and Instructional Intelligence (II) strategies that focus on the learning needs of all students in all aspects of professional learning sessions and Learning Cycles Model teacher moderation with a focus on higher level thinking and tasks 	<ul style="list-style-type: none"> PD opportunities Focused Collaborative inquiry process Teacher moderation Use of high levels of the Achievement Charts Analysis and use of data to determine next steps for instruction 	<ul style="list-style-type: none"> Number of staff participating in Learning Cycles Number and type of PD opportunities created EQAO and Inventory of Mathematics Skills data reviewed 			
		<ul style="list-style-type: none"> Demonstrate and model the use of varied assessment strategies <i>for, of and as</i> learning as they apply to math within various PD activities 	<ul style="list-style-type: none"> Assessment <i>for, as and of</i> learning System staff can facilitate teacher moderation of student work 	<ul style="list-style-type: none"> Documentation through Principal classroom walkthroughs and District reviews 			
		<ul style="list-style-type: none"> Provide workshops with a focus on the knowledge and skills needed by teachers to provide Differentiated Instruction Select and promote visits to math classes as part of the Learning Classroom initiative 	<ul style="list-style-type: none"> DI strategies knowledge and use Math classrooms as Learning Classrooms Use of information technology in program delivery 	<ul style="list-style-type: none"> Workshop attendance Teacher visits to Learning Classroom Principal walkthroughs 			
		<ul style="list-style-type: none"> Direct schools to provide Credit Rescue and Credit Recovery for math courses 	<ul style="list-style-type: none"> Availability and use of Credit Rescue and Credit Recovery for math 	<ul style="list-style-type: none"> Number of schools offering Credit Rescue and Credit Recovery 			
		<ul style="list-style-type: none"> Establish guidelines that direct secondary schools to have math qualified teachers teach math courses Direct schools to use a math specialist teacher to teach at least one grade 9 applied math course 	<ul style="list-style-type: none"> Use of qualified math teachers 	<ul style="list-style-type: none"> Number of qualified math teachers Number of courses taught by qualified math teachers 			
		<p>Pathways</p> <ul style="list-style-type: none"> Provide logistical and operational support to schools with respect to the establishment and functioning of homework clubs, particularly in regards to inclusion of math material 	<ul style="list-style-type: none"> Functioning school-based homework clubs 	<ul style="list-style-type: none"> Number and type of homework clubs Attendance at homework clubs 			
		<ul style="list-style-type: none"> Develop, train and distribute math material that supports early development of math skills for the TVNELP program 	<ul style="list-style-type: none"> Use of math material in early years programming 	<ul style="list-style-type: none"> Number and type of support material 			
		<p>Community, Culture & Caring</p> <ul style="list-style-type: none"> Design material and promote and support school staff to provide school-based math homework programs 	<ul style="list-style-type: none"> Functioning school-based programs 	<ul style="list-style-type: none"> Number and type of support material Number of school-based math homework programs 			
		<ul style="list-style-type: none"> Provide support in terms of material and in-service to school staff who provide numeracy evenings to parents 	<ul style="list-style-type: none"> Creation of material that supports school activities 	<ul style="list-style-type: none"> Number of in-service sessions Number and type of material created 			

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System Secondary Strategic Goals: **3a)** To increase the percentage of Grade 9 students attaining 8 credits from 79% to 82% by June 2012.
3b) To increase the graduation rates from 70% to 72% for the 4 year rate and from 84% to 86% for the 5 year rate by June 2012.

Needs Assessment	SEF	Strategies/Actions	Professional Learning	Monitoring	Resources	Responsibility	Evaluation
<p>•Credit accumulation: 79% of Grade 9 students achieved 8+ credits in 2010/11. This percent is the same as in 2009/10.</p> <p>•11.8% grade 9 students attained 5 credits or less in 2010/11.</p> <p>•There were more females than males who acquired 8+ credits. In 2010/11 the difference was 7.8%. In 2009/10, the difference was 5.5%.</p> <p>•2010/11 gap between Grade 9 academic and applied pass rate is 10%.</p> <p>•FNMI stats: 2008/09: 1046 students, 2009/10: 1117 students; 2010/11: 1161 students.</p> <p>•Dual Credit courses: increase in students from 222 (09/10) to 349 (10/11). A total of 614 credits were granted last year (2010/11).</p> <p>•E-Learning enrolment has increased: from 1117 in 08/09 to 1873 in 09/10 to 2628 in 2010/11.</p> <p>•Total students enrolled in School-to-work programs: 1331(5.2%) in 08/09, 1363(5.3%) in 09/10, and 1240(5.0%) in 2010/11.</p> <p>•Total students participating in OYAP has decreased slightly from 678 in 09/10 to 651 2010/11.</p> <p>•Credit Accumulation: 70% of Grade 10 students achieved 16+ credits in 2010/11. This is an increase from 69% in 2009/10.</p> <p>•OSSLT 2010/11: 91% students fully participating vs. 93% for the Province.</p> <p>•The 2010/11: 4 yr grad rate increased to 70% compared to 69% in 09/10. 5 yr grad rate remained the same at 84% compared to 09/10.</p>	TBD	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Design and deliver professional development opportunities on how to integrate literacy and numeracy instruction in all content areas Conduct professional development opportunities on how to differentiate instruction and assessment Develop Learning Cycle frameworks and implement protocols for facilitating collaborative planning within and across schools Direct schools on the expectations regarding implementation of credit rescue, credit recovery and OSSLC and monitor their provision 	<ul style="list-style-type: none"> Creating Strategic Readers Creating Strategic Writers Comic Life Balanced Literacy Stepping Out (Think Literacy) Job embedded (e.g., Learning Classroom) Design down process Assessment <i>for, of and as</i> learning Instructional Intelligence strategies DI strategies (e.g., RAFT, tiering, learning styles, flexible grouping, shared responsibility for learning) Technology in the classroom (e.g., Techno Math 7 to 12) e-Science Curriculum 7 to 9 Math Project Math Learning Teams Focused collaborative inquiry Reflective practice Analyzing assessment data Creating rubrics Teacher moderation Assessment <i>for, of and as</i> learning Design down process Credit rescue and recovery guiding principles and eligibility OSSLC guidelines, eligibility and funding 	<ul style="list-style-type: none"> Type and number of PD opportunities conducted Number of staff participating in PD Number of schools with staff participating in PD opportunities Identification and tracking of DIA strategy implementation (e.g., staff surveys, Learning Classroom follow up sessions) Identification and tracking implementation of technology use Type and number of protocols developed Type and number of collaborative planning sessions facilitated Number of staff participating in collaborative planning Number of schools with staff participating in collaborative planning Number of schools offering credit rescue, credit recovery and OSSLC Number of students eligible for and/or enrolled in credit rescue, credit recovery and OSSLC 	<p>Ministry Documents</p> <ul style="list-style-type: none"> Ontario Curriculum documents; Think Literacy Success; Leading Math Success; Building Pathways to Success; Learning for All; Growing Success; TIPS4RM Resources; Credit recovery memorandums; OSSLC curriculum policy document (PPM No. 127) and amendments <p>Board Documents</p> <ul style="list-style-type: none"> Balanced Literacy; Instructional Intelligence; Assessment and Evaluation; TVDSB School Improvement Expectations documents, 2010-11; Differentiated instruction kits Literacy Plans; e-Science Curriculum <p>Human Resources</p> <ul style="list-style-type: none"> Program Services 7-12 Support Team; System Instructional Intelligence Team; DIA/II Task Force; Math 7-12 Coaches; Intermediate Balanced Literacy Task Force; Literacy Committees <p>Funding</p> <ul style="list-style-type: none"> Release time for Learning Cycles (e.g., CLIPS) and DIA Learning Classroom; DIA Learning classroom TOSA; Technology <p>Data Sources</p> <ul style="list-style-type: none"> Student assessment data (e.g., EQAO, OSSLT, pass rates, credit accumulation, Inventory of Math Skills); Perceptual data (e.g., DIA surveys); ELL data 	<ul style="list-style-type: none"> Supervisory Officers Learning Supervisors Program Services 7-12 Support Team System Instructional Intelligence Team DIA/II Task Force Math 7-12 Coaches Intermediate Balanced Literacy Task Force Literacy Committees School Administrators Department Heads Guidance Learning Support Teachers Classroom Teachers 	<p>Attendance</p> <p>At risk credits</p> <p>Pass rates</p> <p>Credit accumulation</p> <p>EQAO Grade 9 Math</p> <p>OSSLT/OSSLC success rates</p> <p>Community Hours</p> <p>Graduation Rates</p> <p>Credit Recovery and Credit Rescue</p>
		<p>Pathways</p> <ul style="list-style-type: none"> Develop and implement protocols for facilitating student transitions at different points of their educational career Establish and communicate expectations regarding pathways and alternative programs that focus on enhancing student learning and monitor their provision Develop and implement protocols for facilitating collaborative planning within and across schools 	<ul style="list-style-type: none"> Analysis and use of data Strategies to engage parents/guardians in decision making process Destinations – pathway options Transition plan development Assessment <i>for, of and as</i> learning Technology in the classroom Destinations – pathway options Availability of and eligibility for alternative programming My Blue Print training Inquiry based learning (sector projects grades 7 & 8) Focused collaborative inquiry Reflective practice Analyzing assessment data Creating rubrics Teacher moderation Assessment <i>for, of and as</i> learning Design down process Parent and student engagement Collaborative decision making Shared responsibility for public education Student leadership initiatives Culturally appropriate assessment and instructional practices Differentiated instructional and assessment practices Equity and Inclusive Education Policy and Procedures and instructional strategies Safe Schools policies and procedures 	<ul style="list-style-type: none"> Type and number of protocols developed Number of schools accessing support to implement protocols (identify type of protocols) Number of courses by type being offered by schools Number of students enrolled in various courses (e.g., coop, WI, SHSM) Type and number of alternative programs offered Number of students enrolled in alternative programming Type and number of protocols developed Type and number of collaborative planning sessions facilitated Number of staff participating in collaborative planning by panel Number of schools with staff participating in collaborative planning Number and type of opportunities provided Number of participants by role Type of plans developed Number of individuals involved in developing plans by role Type of strategies/initiatives identified to reduce achievement gaps 	<p>Ministry Documents</p> <ul style="list-style-type: none"> Student Success and Learning to 18 documents (e.g., PLAR, SALEP, dual credits, cooperative education, work experience, credit recovery, e-learning); Building Pathways to Success; Learning for All; Growing Success; Choices into Action; Grade 8 to 9 Transitions – resource materials and working documents; FNMI Education Policy Framework; Realizing the Promise of Diversity; Equity and Inclusive Education <p>Board Documents/Communications</p> <ul style="list-style-type: none"> Action plans (e.g., FNMI, Special Education, ELL, Equity and Inclusive Education, IT, Mental Health); Grade 8 student profile resources; Locally developed course materials; FNMI Self Identification policy and procedures; Adult and continuing education policies and procedures; Alternative education policies and procedures; Web based teacher resources and videos for DIA <p>Human Resources</p> <ul style="list-style-type: none"> Program Services 7-12 Support Team; Student Success Teams; Aboriginal Education Advisor <p>Funding</p> <ul style="list-style-type: none"> Self-directed PD funds; Technology (e.g., netbooks, IPOD touches, wireless technology); Student Success Teachers in schools; Student orientation and transition symposiums; Relevant and quality print and on line resources; My Blue Print software; Release time – Grade 8 to 9 Transition; Leadership capacity building (Principals and Department Heads) <p>Data Sources</p> <ul style="list-style-type: none"> Student assessment and attendance data and accompanying reports (e.g., at risk report grades 9 to 12+) 	<ul style="list-style-type: none"> Supervisory Officers Learning Supervisors Program Services 7-12 Support Team Student Success Teams Aboriginal Education Advisor Administrators Department Heads Guidance and Student Success Teachers Classroom Teachers Research and Assessment Supervisory Officers Learning Supervisors Committee Chairs Home and School Council Action Plans TVPIC SEAC School Administrators 	<p>Attendance</p> <p>At risk credits</p> <p>Pass rates</p> <p>Credit accumulation</p> <p>EQAO Grade 9 Math</p> <p>OSSLT/OSSLC success rates</p> <p>Community Hours</p> <p>Graduation Rates</p> <p>Credit Recovery and Credit Rescue</p>
		<p>Community, Culture & Caring</p> <ul style="list-style-type: none"> Provide opportunities for parents, students, and community members to offer input into future Board directions (i.e. policies, programming) Develop student achievement action plans that address achievement gaps for identified groups (e.g., FNMI, ELLs, special needs, gender) Provide training and support for the integration of character education in all school and classroom activities 	<ul style="list-style-type: none"> Parent and student engagement Collaborative decision making Shared responsibility for public education Student leadership initiatives Culturally appropriate assessment and instructional practices Differentiated instructional and assessment practices Equity and Inclusive Education Policy and Procedures and instructional strategies Safe Schools policies and procedures 	<ul style="list-style-type: none"> Type and number of opportunities provided Number of participants by role Type of plans developed Number of individuals involved in developing plans by role Type of strategies/initiatives identified to reduce achievement gaps 	<p>Ministry Documents</p> <ul style="list-style-type: none"> FNMI Education Policy Framework; Finding Common Ground; Ontario Parent Involvement Policy; Ontario's Equity and Inclusive Education Strategy <p>Board Documents/Communications</p> <ul style="list-style-type: none"> FNMI Self Identification policy and procedures; Equity and Inclusive Education policy and procedures; Communications – newsletters, media releases, interviews; Safe School Action Plan; Character Education JK to 12 <p>Human Resources</p> <ul style="list-style-type: none"> Home and School Council members; Action Plan committee members; TVPIC members; SEAC members; Safe Schools Action Teams <p>Funding</p> <ul style="list-style-type: none"> Student Voice Conference; Speak Up Projects; Community consultation; Violence prevention programming <p>Data Sources</p> <ul style="list-style-type: none"> Student assessment data; Perceptual data (student, parents, community members); Safe Schools survey data; ELL data 	<ul style="list-style-type: none"> Supervisory Officers Learning Supervisors Committee Chairs Home and School Council Action Plans TVPIC SEAC School Administrators 	<p>Attendance</p> <p>At risk credits</p> <p>Pass rates</p> <p>Credit accumulation</p> <p>EQAO Grade 9 Math</p> <p>OSSLT/OSSLC success rates</p> <p>Community Hours</p> <p>Graduation Rates</p> <p>Credit Recovery and Credit Rescue</p>

Field Definitions – Guiding Questions to Complete Board Improvement Plan Template

	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
<u>Guiding Questions</u>	What resources/supports are needed to implement the system strategy?	What is the intended learning/area of focus of the strategy?	What measure(s) will be used to determine implementation progress and success of the system strategies?	Who is accountable for monitoring the overall implementation and success of the system strategy?	What measure(s) will be used to identify progress towards the strategic goal?
Example					
<u>Strategic Goal</u> To increase the percentage of grade 9 students who attain 8 credits by the end of grade 9 from 78% to 80% or higher by the following year. <u>System Strategy</u> Conduct professional development sessions on how to differentiate instruction and assessment	<i>Ministry Documents</i> <ul style="list-style-type: none"> Learning for All Growing Success <i>Board Documents</i> <ul style="list-style-type: none"> Instructional Intelligence Assessment and Evaluation <i>System Consultants</i> <ul style="list-style-type: none"> Program Services 7-12 Support Team System Instructional Intelligence Team DIA/II Task Force DIA TOSA <i>Funding</i> <ul style="list-style-type: none"> DIA Learning Classroom TOSA Release time for DIA PD 	Design Down process II strategies Use of technology in the classroom Assessment <i>for, of, and as</i> learning	<i>Sessions developed, offered, and conducted</i> <ul style="list-style-type: none"> Type of PD sessions conducted Number of PD sessions conducted Number of staff participating in PD sessions Number of schools with staff participating in PD sessions 	<i>System Administrators</i> <ul style="list-style-type: none"> Supervisory Officers Program Services Learning Supervisors <i>System Consultants</i> <ul style="list-style-type: none"> Program Services 7-12 Support Team DIA TOSA 	Attendance Pass rates Credit accumulation