



The Toronto District School Board's **VISION OF HOPE** is based on three priorities: **Student Achievement, Parent and Community Engagement and Financial Stability**
 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.

2013 - 2014 School Improvement / Professional Learning Team: Beverly O'Brien (P), Georgia Koziol (VP), John Kyriazis (VP), Bella Karsh (POR), Megan Ramsey (POR) Grace Kinchsular (POR)

School: Duke of Connaught Jr. & Sr. P.S. **Principal:** Beverly O'Brien **FOS:** ER11 **Date:** October 31, 2013

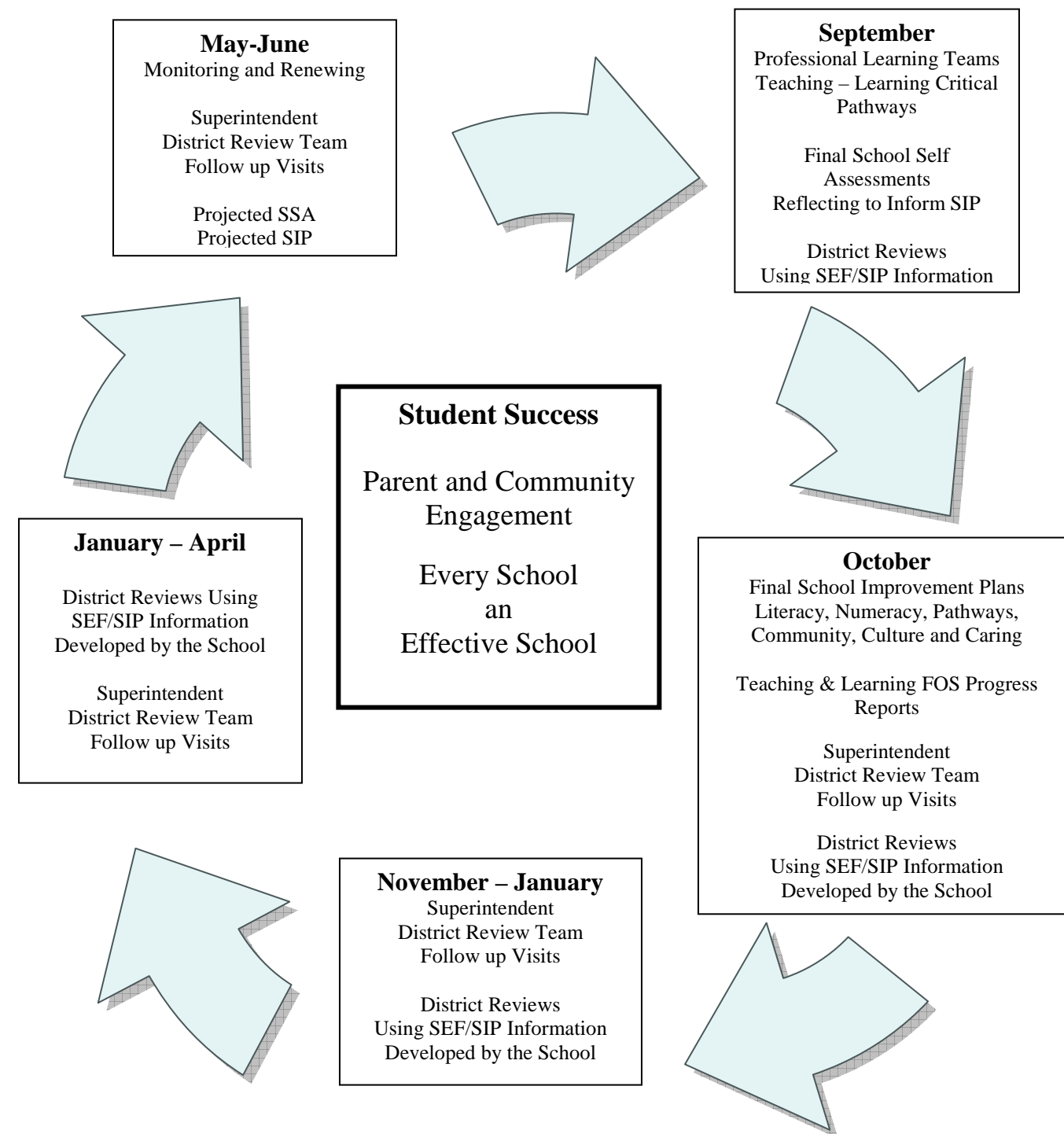
	Needs Assessment	SMART Goal	SEF Indicators	Strategies & Actions	Professional Learning	Resources	Monitoring	Responsibility	Evaluation Cycle
	What is our data telling us about students' areas of need? Which students have we selected to focus on?	(Specific, Measurable, Achievable, Results-oriented, Time-bound) What do we expect students to do at the conclusion of this timeframe?	What did our School Self Assessments and District Reviews indicate that we needed to focus on?	What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal? Structural? Instructional?	What knowledge and skills are required for us to achieve our SMART goal?	What resources will we use to achieve our SMART goal? Human? Financial?	What evidence will we use to show that students are making progress? When will we collect this evidence?	Who will help us to analyze evidence on the progress toward our SMART goal?	When or how often will we collect evidence to measure progress made on the achievement of our SMART goal?
Literacy	<p>Grade 3</p> <p>58% of students in grade 3 are achieving at Level 3 or 4 in reading</p> <p>58% of students in grade 3 are achieving at Level 3 or 4 in writing</p> <p>22% of our students speak only a language other than English in their home</p> <p>27% of our students (gr 3) with special educational needs</p> <p>Grade 6</p> <p>61% of students in grade 6 are achieving at Level 3 or 4 in reading</p> <p>56% of students in grade 6 are achieving at Level 3 or 4 in writing</p> <p>37% of our students speak only a language other than English in their home</p> <p>24% of our students (gr6) with special educational needs</p>	<p>IF we effectively and consistently implement big ideas and higher order questions, THEN students will be better able to infer and make more meaningful connections. (Oct. 11th staff meeting)</p> <p>68% of the students in gr 3 will achieve levels 3& 4 (moving 10% students from lev 2 to lev 3) – in Reading</p> <p>68% of the students in gr 3 will achieve levels 3& 4 (moving 10% students from lev 2 to lev 3) – in Writing</p> <p>71% of the students in gr 6 will achieve levels 3& 4 (moving 10% students from lev 2 to lev 3) – in Reading</p> <p>66% of the students in gr will achieve levels 3& 4</p>	<p>A variety of assessment data is used to monitor learning and determine next steps</p> <p>Descriptive feedback and ongoing communication are developing</p> <p>Clear Emphasis on high levels of achievement</p>	<p>1) Focus on higher-order, conceptual thinking using a cross-curricular approach and comprehensive literacy</p> <p>2) Entire staff participating in the Assessment For, As and Of Learning sessions</p> <p>3) Developing CRRP for teachers to examine and close the achievement gap through the big idea of stewardship in our community</p> <p>4) After School read up program for primary children</p> <p>5) Literacy and Numeracy remedial after school program 7/8</p>	<p>Professional Learning Communities, co-teaching, coaching/mentoring, collaborating</p> <p>Critical Literacy Higher Order Thinking and Questioning</p> <p>Develop common understanding of gradual release of responsibility method</p> <p>Teacher Leadership Networks</p> <p>Collaborative Inquiry</p> <p>Effective Assessment practices: Descriptive Feedback, Success Criteria</p> <p>Understand and use student strength based model toward student achievement</p> <p>Integrating Technology into the Classroom</p> <p>CAT 4 data</p>	<p>Lead Teacher (MSIC), MSIC funds, Sharepoint tool</p> <p>Equity Toolkit</p> <p>ELMOs, IPADS, Projectors</p> <p>FSL Instructional Leader</p> <p>Lunch & Learns</p>	<p>-DRA/CASI</p> <p>-Pathway Data</p> <p>-Alpha Jeune</p> <p>-EQAO Data</p> <p>- Report Card Data</p> <p>- CAT 4 data</p> <p>- MSIC Perception Surveys</p> <p>-Target 10 students</p> <p>-Marker Students</p>	<p>Administrators</p> <p>Teachers</p> <p>Students</p> <p>Model Schools for Inner Cities Resource Team</p> <p>Instructional Leaders</p>	

<p>Numeracy</p>	<p>Grade 3</p> <p>43% of students in grade 3 are achieving at Level 3 or 4 in mathematics</p> <p>Grade 6</p> <p>44% of students in grade 6 are achieving at Level 3 or 4 in mathematics</p>	<p>IF we use accountable talk in open tasks to give our students the opportunity to express their mathematical reasoning, THEN students will be able to communicate their thinking through problem solving.</p> <p>20% of students in grade 1 to 6 achieving levels 1, 2 and 3 will move up one level.</p>	<p>Descriptive feedback and ongoing communication are developing</p> <p>A culture of high expectations supports the expectations that all students can learn, progress, and achieve</p> <p>Clear Emphasis on high levels of achievement</p>	<ol style="list-style-type: none"> 1) Understanding and Implementing 3 part lesson 2) Explore the big ideas in math to integrate concepts 3) Support Lesson Studies 4) After School read up program for primary children 5) Literacy and Numeracy remedial after school program 7/8 	<p>Problem Solving and 3-Part Lesson in Numeracy</p> <p>CAT 4 Testing and Results</p> <p>Co-teaching and Professional Learning Communities</p>	<p>Lead Teacher (MSIC), MSIC funds, Sharepoint tool</p> <p>ELMOs, IPADS, Projectors</p> <p>Math Instructional Leader</p> <p>Use of manipulatives in supporting problem solving 3 Part Lesson</p>	<p>-Pathway Data</p> <p>-EQAO Data</p> <p>- Report Card Data</p> <p>- CAT 4 data</p> <p>-Target 10 students</p> <p>-Marker Students</p>	<p>Administrators</p> <p>Teachers</p> <p>Students</p> <p>Model Schools for Inner Cities Resource Team</p> <p>Instructional Leaders</p>	
<p>Pathways</p>	<p>Continue and improve on our support of new JK students and the new SK immersion students in the kindie program</p> <p>Need greater support for HSP/ESL students with integration</p> <p>Greater transition to High school for our students</p> <p>Greater dialogue with sending schools that feed into our extended and English track programs in terms of identifying needs, such as IEP.s, IPRC etc</p>	<p>IF we intentionally look at transition grades, identify gaps and apply specific next steps, THEN students will have a successful transition</p>	<p>A culture of high expectations supports the expectations that all students can learn, progress, and achieve</p> <p>Clear Emphasis on high levels of achievement</p> <p>Program and pathways meet learning needs and interests of all students</p>	<ol style="list-style-type: none"> 1) Welcome to Kindergarten (Welcome Bags for incoming JK students) 2) Hearing/Vision Clinics – Universal Screening of all kids for hearing and vision. Follow-up provided as necessary. 3) Parent and Student choices workshops 4) Determine end of SK readiness 	<p>Special Education- EQAO and Assistive Technology series of workshops</p> <p>Full Day Kindergarten</p> <p>Teacher IST/SST information for teachers</p>	<p>Assistive Technology Special Education Central Coordinator</p> <p>Early Years Instructional Leader</p> <p>Community Support Worker (MSIC)</p> <p>Guidance Councilor</p> <p>Lead Teacher (MSIC)</p>		<p>Administrators</p> <p>School Teams</p> <p>Teachers</p> <p>Guidance Councilor</p> <p>Social Worker</p>	
<p>Community Culture and Caring</p>	<p>15% of our students speak only a language other than English in their home</p> <p>31% of our students have both parents born outside of Canada</p> <p>14% of our families have an annual income of less than \$30,000</p> <p>15% of our families have an annual income of less than 50,000.</p> <p>26% of parents rarely or never attend meetings and events at the school</p>	<p>IF we co learn with parents to develop a deeper awareness of our community, THEN parents will begin to intentionally seek out inclusivity and allow for a greater representation of voice.</p>	<p>A culture of high expectations supports the expectations that all students can learn, progress, and achieve</p> <p>Parents and community members welcomed and valued partners</p> <p>The school and the community build partnerships to enhance the learning opportunities for students</p>	<ol style="list-style-type: none"> 1) MSIC Parent Academy (CPAC) 2) Parent Workshops (as determined by parent surveys) 3) Community and Faith Walk – teachers go out into the community to learn more about the students they teach 4) Parents Reaching Out Grant 	<p>Model Schools for Inner Cities Professional Development</p> <p>Equity Tool Kit Professional Development</p>	<p>Community Support Worker (MSIC)</p> <p>Lead Teacher (MSIC)</p> <p>Instructional Leaders</p> <p>Public Health</p>	<p>Tracking Workshops, Attendance, Parent Involvement</p> <p>Feedback surveys</p> <p>MSIC Perception Surveys</p>	<p>Administration</p> <p>School Council Chairs</p> <p>Teachers</p> <p>Community Support Worker (MSIC)</p> <p>Lead Teacher (MSIC)</p>	

2012 - 2013 Board Improvement Plan (BIP) Goals (To be updated in September, 2012)

PILLARS	DEFINITION	OUR COLLECTIVE BIP GOALS
Literacy	All students are supported to continuously improve their ability to demonstrate the curriculum expectations of the Ministry of Education in Literacy, with an emphasis on thinking critically by listening and speaking, reading and writing, viewing and representing, and constructing and communicating knowledge from a wide variety of sources.	<ul style="list-style-type: none"> ✓ By June 2012 there will be a 10% increase in the percentage of students able to demonstrate the use of learning goals, success criteria and descriptive feedback to monitor and evaluate their own learning and; use critical thinking to identify and express voice, opinion, perspectives and points of view; and to make decisions based on issues of fairness, equity and social justice from: <ul style="list-style-type: none"> • 64% to 74% in Gr. 3 Reading • 74% to 84% in Gr. 3 Writing • 73% to 83% in Gr. 6 Reading • 74% to 84% in Gr. 6. Writing ✓ By June 2012 there will be a 7% increase in the number of secondary students at provincial standard for literacy from 81% to 88%. ✓ By June 2012 there will be a 3% increase in the percentage of students with an IEP at the provincial standard in Grades 3 and 6 and a 10% increase in the percentage of students with an IEP at the provincial standard for Grade 10.
Numeracy	All students are supported to continuously improve their ability to demonstrate the curriculum expectations of the Ministry of Education in Mathematics, with an emphasis on thinking critically by developing mathematical understanding, learning important facts, skills, models, strategies and procedures, developing the ability to apply the processes of mathematics, and justifying and communicating their thinking and ideas clearly.	<ul style="list-style-type: none"> ✓ By June 2012 there will be an increase in the percentage of students able to demonstrate the use of learning goals, success criteria and descriptive feedback to monitor and evaluate their learning in mathematics; know how to identify, select and apply relevant and effective problem solving strategies to solve real world simple to complex mathematics problems in all 5 strands of mathematics and; use technological tools for reasoning, justifying and expressing quantitative and qualitative ideas from: <ul style="list-style-type: none"> • 70% to 80% in Gr. 3 (10% increase) • 61% to 71% in Gr. 6 (10% increase) • 30% to 45% in Gr. 9 Applied Math (15% increase) • 81% to 87% in Gr. 9 Academic Math (6 % increase) ✓ By June 2012 there will be a 3% increase in the percentage of students with an IEP at the provincial standard in Grades 3, 6 and Grade 9 Academic Math. There will be a 5% increase in the percentage of students with an IEP at the provincial standard in Grade 9 Applied Math.
Pathways	To ensure continued success and smooth transitions between all grades and programs, all students will benefit from innovative and experiential programming that engages them meaningfully in learning. Personalized, precise supports and interventions when and where needed, including during pre and post transition points, will be provided.	<ul style="list-style-type: none"> ✓ All elementary schools will increase by 5% the number of students in all grades who achieve the provincial standard in Reading by June 2012. ✓ All secondary schools will increase by 5% the number of students who have accumulated 16 credits by the age of 16. ✓ All Secondary Schools will increase the graduation rate by 5%.
Community, Culture and Caring	All members of the learning community contribute to building inclusive cultures that are safe, respectful, orderly and purposeful learning environments in which everyone is engaged and demonstrates personal and social responsibility.	<ul style="list-style-type: none"> ✓ All schools in the TDSB will enhance or develop and implement at least one project or initiative with a student, parent, community and/or business partner by June 2012 (with the goal of meaningful engagement).

2012 – 2013 School Improvement Plan For Student Achievement (SIPSA)



The TDSB five **Strategic Directions** support our Vision of Hope priorities – **Student Achievement, Parent and Community Engagement, Financial Stability** – 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