



YORK REGION DISTRICT SCHOOL BOARD PLAN FOR CONTINUOUS IMPROVEMENT

2009/2010

MISSION: We unite in our purpose to inspire and prepare learners for life in our changing world community.

Introduction

The York Region District School Board's Plan for Continuous Improvement 2009 – 2010 reflects our system's continued focus on improved achievement and success for each student through improved delivery of support services to schools, excellence in teaching and learning opportunities, fostering of student and family engagement, and building community partnerships.

Role of the Board of Trustees in the Board Plan for Continuous Improvement

The Board of Trustees promotes student achievement and success and ensures effective stewardship of the Board's fiscal resources by:

- engaging in the development and implementation of the annual Board Plan for Continuous Improvement;
- developing and maintaining Board policies; and
- communicating effectively with staff, parents and the community to support and build confidence in public education.

2009 – 2010 Goals in the Plan for Continuous Improvement to address the Board's Literacy Priority

The Board's literacy priority provides the context for the following three overarching goals identified in the 2009 – 2010 Board Plan for Continuous Improvement:

1. delivering differentiated assessment-based instruction to intentionally support the strengths, needs and interests of each student to improve achievement and success in all subjects and programs,
2. engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success, and
3. promoting healthy and respectful schools and workplaces that ensure continuous improvement in service delivery, program provision and staff growth to support improved student achievement and success.

Each goal has specific targets, measures and strategies identified to support its attainment. The specific work of the system will be reflected in department service plans, school plans and network plans aligned with the goals of the Board Plan for Continuous Improvement. Superintendents are accountable for these plans and support this process by providing focussed capacity building opportunities, strategically allocating resources, and monitoring continuous improvement efforts.

Ongoing Review of the Board Plan for Continuous Improvement

The Board Plan is reviewed annually. The targets are refined and updated and the plan is presented to the Board of Trustees. The Board Plan for Continuous Improvement Review Committee serves as a 'checkpoint' for the progress of the targets in the Plan. Starting in the 2009 – 10 school year, regular updates on these targets will be provided to the Board of Trustees and to staff at the monthly Board meetings.

CURRICULUM IMPLEMENTATION

Delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs.

<u>Targets</u>	<u>Measures</u>	<u>Monitoring</u>	<u>Strategies</u>
1.1) By 2012, practices in every school and classroom create conditions for differentiated instruction and opportunities to explore differentiated programs and pathways based on assessment for, of and as learning.	<ul style="list-style-type: none"> • School Effectiveness Framework (SEF) • System Survey • Annual Superintendent Report 	Planche, Belchetz, Harper, and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Continue to refine and align elements of the Core Literacy Strategy, ensuring congruence with the Ministry’s equity, aboriginal, poverty, and environmental education strategies. ➤ Continue to implement the School Effectiveness Framework, moving to scale over the next four years from current participation of 34 schools (30 elementary and 4 secondary). ➤ Create smart goals at the network level related to this target. ➤ Develop and implement a multi-layered learning strategy to provide opportunities for digital literacy and new approaches to learning. ➤ Focus professional learning opportunities for teachers and administrators on differentiated instruction, programming and pathways to support each student, assessment for, of and as learning, coaching to support growth, defining “walkthroughs” and sharing of effective classroom practice. ➤ Coordinate and allocate resources to support a broad spectrum of programs and pathways with a K-12 focus.
1.2) By 2012, multiple datasets will reflect increased levels of student achievement and success. There will be a focus on: a) closing the achievement gap of subgroups of students; b) the demonstration of rigorous learning; <ul style="list-style-type: none"> • data trends will show a smaller percentage of students achieving levels 1 	<ul style="list-style-type: none"> • On an annual basis, the following datasets will be used to study subgroups of students and track cohorts: <ul style="list-style-type: none"> • EQAO – reading, writing and mathematics; • Report Card Data; • DRA/PM Reading Assessments; • Student Success Indicators; and • Early Development Instrument. 	Planche, Belchetz, Harper, and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Learn from strategically designed pilots and prototypes to support the learning needs of each student and close existing gaps. ➤ Develop a research strategy to help identify and address barriers related to equity and inclusivity, poverty, Aboriginal education, and student engagement. ➤ Utilize data at the school level to focus attention on each student’s learning and on areas where gaps are evident, including students who have plateaued in their learning at all levels of achievement.

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<p>and 2 and a greater percentage of students achieving levels 3 and 4, as measured by EQAO, and</p> <ul style="list-style-type: none"> • longitudinal tracking of the achievement of individual students through cohort studies will show improvement in achievement for each student; and <p>c) the Early Years (0-6 years);</p> <ul style="list-style-type: none"> • implementation and coordination of programs to support each student in their readiness for school by grade one. 			<ul style="list-style-type: none"> ➤ Study the following subgroups of students to identify and understand barriers to their achievement, and implement interventions to mediate the barriers: <ul style="list-style-type: none"> • English Language Learners; • students with special needs by exceptionality where appropriate; • Aboriginal students; • students living in poverty; • students underperforming on Student Success Indicators; • students in applied level courses • attendance patterns; • gender; and • other subgroups as revealed in the data. ➤ Build capacity to ensure that classroom assessment practices are effective and bias free. ➤ Develop and refine an Early Years Strategy to address the social, emotional and cognitive readiness of the learner, the ready school, and ensure congruence with Ministry direction. ➤ Align the work of the Community and Cultural Services Unit with the work of schools to support the achievement and success of students new to Canada.
<p>1.3) By June 2011, students' social, emotional and academic engagement in the learning process will show an increasing trend over baseline data.</p>	<ul style="list-style-type: none"> • System Survey • School Effectiveness Framework (SEF) • Report Card Learning Skills • Eco School Certification • <i>Tell Them From Me</i> Survey in selected schools • Attendance, suspension/expulsion and early school leaver rates • Annual Superintendent Report 	<p>Planche, Belchetz, Harper, Friedman, and All Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ Ensure school plans reflect a focus on developing positive climates for learning by addressing: <ul style="list-style-type: none"> • student voice; • respectful relationships; • equity and inclusivity; • restorative practice; • character development; and • environmental education.

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			<ul style="list-style-type: none"> ➤ Build capacity to address equity of outcomes through the personalization of instruction, fair and effective assessment practices, an inquiry approach, and meaningful integration of digital literacy. ➤ Coordinate and allocate resources to support a broad spectrum of programs and pathways for students K - 12. ➤ Establish deliverables related to implementation of the Specialist High Skills Major. ➤ Engage key stakeholders in dialogue to identify and address mental health, cultural, procedural, and structural barriers to student learning and engagement.
1.4) On an annual basis, each school will show improvement against established indicators, including: <ul style="list-style-type: none"> • five-year trend; • within-school cohort tracking (school impact index); • tracking at-risk students; (Systematic Monitoring Data); • disaggregated results by gender, ELL and special needs; • attendance; and • Student Success Indicators. 	<ul style="list-style-type: none"> • Annual Superintendent Report indicates improvement against network and school-level SMART goals. Datasets include EQAO, PM Benchmark/DRA, Report Card and Attendance. • Learning Management System and feedback surveys track impact of training. 	Planche, Belchetz, Harper, and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Consolidate and confirm the indicators. ➤ Develop and implement the revised <i>School Planning Toolkit</i>. ➤ Develop a process for assessment and monitoring of the indicators. ➤ Build capacity in school administrators and leadership teams to implement the revised school planning toolkit. ➤ Implement learning networks in each elementary and secondary school. ➤ Ensure that school and network plans are reciprocal, aligned and SMART.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

<u>Targets</u>	<u>Measures</u>	<u>Monitoring</u>	<u>Strategies</u>
2.1) By June 2012, practices in 100% of schools demonstrate an understanding of, and engagement with their community in order to improve student achievement and success.	<ul style="list-style-type: none"> • Bi-annual survey data from school administrators and Community Education Centre Community Resource Facilitator Reports • School Council Annual Reports • Surveys indicating the impact of Board provided training • Annual Superintendent Report on School Plans for Continuous Improvement • School Effectiveness Framework 	Roberts, Belchetz, Harper, and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Staff knowledge, skills and attitudes will be developed in alignment with Board Priorities and the School Effectiveness Framework. ➤ School administrators, staff, and school councils access training and supports to: <ul style="list-style-type: none"> • engage parents and community members; and • implement and share high-yield strategic community partnerships. ➤ Work with school council members to support their role as representatives of the school community. ➤ Provide data and related training to all school administrators and supervisory officers to build understanding of their communities, identify assets and address specific areas of focus.
2.2) Communication processes in 100% of schools and departments are equitable and facilitate reciprocal access to information and resources among schools, parents, families and communities to support student achievement and success.	<ul style="list-style-type: none"> • Bi-Annual System Survey of parents, school administrators and Community Resource Facilitators • School Council Annual Reports • Learning Management System Feedback Survey 	Roberts, Belchetz, Harper and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Provide school administrators, staff and school councils with a spectrum of opportunities and strategies to access information and resources which support effective parent communication. ➤ Work with the Communications and Information Technology Departments to explore equitable communication strategies for reciprocal exchange of information. ➤ Promote and implement integrated strategies to reach under-represented communities. ➤ School councils engage in activities to support equitable and reciprocal communication practices.
2.3) 100% of school councils engage in actions to support the School Plan for Continuous Improvement.	<ul style="list-style-type: none"> • School Council Annual Report 	Roberts, Belchetz, Harper and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Provide training for school administrators and school councils regarding the role of school councils in school planning.

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

<u>Targets</u>	<u>Measures</u>	<u>Monitoring</u>	<u>Strategies</u>
3.1) Every two years, students, parents and staff report an increase in their perceptions that the learning and working environment is respectful, safe and equitable.	<ul style="list-style-type: none"> • Measure factors including physical safety, accessibility, emotional safety, well-being, respect, human rights, equity, freedom from harassment, freedom from discrimination, and engagement through: <ul style="list-style-type: none"> • Annual System Survey; • Health and Safety Reports (work refusals); • Ministry of Labour Critical Injury Reports; • New School Survey Questionnaires; • Student Engagement Focus Groups; • Requests to plant services relative to physical safety; and • <i>Tell Them From Me</i> Survey. 	List, Roach, Snelgrove, Friedman, Belchetz, Harper, Tulley, and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Implement the <i>Healthy Schools Framework</i>. ➤ Implement the deliverables in <i>Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy</i>. ➤ Implement <i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools</i>. ➤ Conduct facilitated dialogues with stakeholders (students, parents, staff) to determine high-yield practices that enhance the learning and working environment. ➤ Implement the Social, Emotional and Academic Learning (SEAL) continuum. ➤ Schools and service departments use existing data reports to implement focused actions that create conditions to ensure healthy, safe and physically supportive learning and working environments. ➤ Implement the deliverables for the Accessibility for Ontarians with Disabilities Act (AODA).
3.2) By June 2010, each school and service department has a plan for continuous improvement that clearly sets targets for improved programs and services.	<ul style="list-style-type: none"> • Annual Superintendent Report 	Hogarth, Richardson, Snelgrove, Benson, Belchetz, Harper, Planche, Tulley, and All Superintendents of Education	<ul style="list-style-type: none"> ➤ Create a toolkit to support departments in the development and monitoring of plans for continuous improvement. ➤ Provide training to school and system leaders to support the development, implementation and monitoring of school and department plans.
3.3) By June 2011, all staff routinely participate in leadership learning and training opportunities needed to support the acquisition of knowledge, skills and attitudes required for their current and prospective roles.	<ul style="list-style-type: none"> • The Learning Management System provides annual reports on attendance at sessions • Applicability and impact of learning is monitored through leadership development survey tools • Annual Superintendent Report 	Belchetz and Superintendents	<ul style="list-style-type: none"> ➤ Implement the Learning Management System as the central mechanism for accessing, tracking and monitoring staff learning and training. ➤ Implement multi-layered learning to provide on-time and differentiated access to learning across the system.

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			<ul style="list-style-type: none"> ➤ Develop a performance appraisal, leadership development and growth plan strategy for managers. ➤ Implement the revised performance appraisal process and conduct an annual review of leadership plans for principals and vice-principals. ➤ Align programs and opportunities that address the learning needs of aspiring leaders with emerging system direction and priorities. ➤ Ensure the provision of current research-based, local and international learning opportunities and experiences.
<p>3.4) By June 2010, the Board will implement a talent and succession management strategy in order to improve staff effectiveness in current roles and candidate readiness for prospective roles.</p>	<ul style="list-style-type: none"> • Annual Superintendent Report with the following: <ul style="list-style-type: none"> • leadership plans are in place for each school and system leader; • leadership plans reflect appropriate growth and professional learning; • numbers accessing coaching and internship opportunities; and • application and success rates for school and system leadership positions. 	<p>Belchetz, Tulley, and Superintendents</p>	<ul style="list-style-type: none"> ➤ Develop a talent and succession management strategy that: <ul style="list-style-type: none"> • reviews and communicates the continuum of support relative to recruitment, preparation, selection, placement, retention, and on-going development; • maintains a current database to address system needs related to all employee groups; • ensures that all staff, based on projections, have equitable access to the training they need to be prepared for future roles; • ensures that school, department and system leaders understand their role in further developing the organization; and • identifies and addresses barriers that inhibit fair and equitable access to leadership roles. ➤ School and department service plans address succession and talent management, leadership training and growth needs of staff.