

# EMBRACE LEARNING



Elementary Curriculum  
Services Action Plan  
2018-2019



Elementary Curriculum Department Plans for 2018-2019 school year

Initiative	Goal / Objective	Action / Strategy	Monitoring/Measurement	Timeline	Evaluation / Results
<p><b>Math Focus</b></p> <p><i>... by improving school-based improvement planning and implementation in mathematics</i></p> <p><b>Overall Goal: Increase grade 6 Math understanding (skills and knowledge) to better prepare students for subsequent mathematics studies, and to improve future career options.</b></p> <p><b>Overall Long Term Outcomes: increase in student achievement in mathematics as measured by an increase in board EQAO scores from 37% to 47%</b></p>		Schools will set rigorous goals for improvement in Grade 6 math, and will engage in school based monitoring of progress towards goals.	<p>Short term outcomes: School SIPSAWs reflect rigorous mathematics goals that are specific and measurable. Actions and professional learning in SIPSAWs align with the achievement of goals. SIPSAWS include how schools intend to monitor progress.</p> <p>Mid term outcomes: Schools engage in changes to teacher practice in relation to SIPSAW focus. Schools monitor changes to teacher practice and impact on student learning. (Captured by: SIPSAW related documentation and tools, superintendent visits, use of EQAO practice assessments).</p> <p>Long term outcomes: Increased student learning and achievement (Captured by: monitoring tools as outlined in the SIPSAW, including classroom assessments, school-created tools, and an increase in board EQAO scores from 37% to 47%); increased collective efficacy (Captured by: efficacy surveys in cornerstone schools).</p>	Initial completion November 2018; SIPSAW moderation and feedback ongoing	
		Identify what the fundamentals are and where they lie in the Measurement strand across grades. Connect competencies to learning through professional development.	<p>Scope and sequence document reflects focus on Measurement strand. A common language for students and educators is established.</p> <p>Use of Curriculum Documents, Guide to Effective Instruction: Measurement, and where appropriate, the Ministry of Education Measurement Content Modules, during PLCs. Impact measured by student achievement, mid year assessment, superintendent visits.</p>	Cornerstone Schools ongoing	
	<i>.. by creating common understanding of effective mathematics instruction</i>	Define a balanced math block of 100 minutes and establish key instructional strategies connected to measurement and the fundamentals in math.	<p>Short term outcomes: Increase educator and leader understanding of effective math programming and board direction on components of math block. (Captured by: feedback from professional learning and/or in response to messaging)</p> <p>Mid term outcomes: Classroom practice shifts to reflect defined criteria (Captured by: observations from administrators, anecdotal records, etc. in comparison to initial survey of teache current practice).</p>	November, 2018	

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		Engage schools in teaching-learning cycle where teams determine areas of need, implement specific practice to address that need, and then reflect on the impact of practice/instruction on student learning	Short term outcomes: school teams will select a category of fundamental concepts and skills and a teaching practice to address need, and will engage in cycle (Captured by: PA day Administrator survey; superintendent visits, Google Meet support sessions for select schools).  Long term outcomes: Refinement of teacher practices leading student learning (Captured by: end-of-cycle documentation & sharing of impact); increased teacher efficacy (Captured by: YTD tool to record increase of understanding of cause-and-effect relationship between shifts in teaching practice and shifts in learning).	October-November 2018	
	<i>... by strategic creating and curating of resources</i>	Create a repository of curated resources for teachers to use to support the development of fundamental concepts and skills	Short term outcomes: teachers will made aware of, and then access and use resource document (Captured by: inclusion of document in PA Day materials, google analytics, anecdotal evidence of use)	Creation of resource document: Sept 2018  Revising & improving content and structure of resource document: Ongoing	
		Create a mid-year EQAO-like practice assessment to illustrate student growth in math strands with a focus on measurement, and including observation of key student behaviours such as perseverance, confidence, focus, etc.	EQAO practice assessment will be created and implemented.	Tool creation & initial implementation Jan/Feb, 2019	
		Investigate a scope and sequence chart in Cornerstone Schools to support teaching of math strands with a focus on measurement over the course of the school year.	Student achievement, superintendent visits	Cornerstone Schools Nov., 2018, all other schools may choose to participate on an optional basis.	
	<i>... by leveraging human resources</i>	Use of ILs in a focused manner to support defined actions/strategies in math including manipulative and technology use in classrooms.	Principal participation in monitoring the work of school improvement, Superintendent visits	Ongoing	
<b>Early Years</b>	Connect how Kindergarten math aligns with the Fundamentals in Math Document	Develop a chart that outlines where critical expectations lie in the Kindergarten Document	Student achievement, superintendent visits, common language for students and educators. Evidence of student learning, evidence of educator references to the content in planning and assessment.	October, 2018	

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	Provide examples of how the Fundamentals in Math can be planned for with intention in developmentally appropriate ways in the Early Years, including explicit instruction and playful exploration	Capture examples of students exploring Fundamental concepts and skills in various contexts. Build a comprehensive subpage on ourdock.ca to outline what the skill or concept means, what it looks like with kids, and ways we can teach it across K-3	Supported by IL's, Consultants, Admin and Superintendents through reflecting on how the instructional approach addresses the fundamental skill/concept and naming, with evidence, the impact on student achievement as a result	Subpage created with a deadline of Jan. 2019 Check in with schools with Itinerant Early Years Educators for feedback on effectiveness	
	Support the improvement of literacy outcomes by looking closely at how we know our learners through the 9 areas of deep learning	Build understanding and capacity around phonological awareness as an important piece of literacy understanding for reading and writing using the new TLDSB phonological awareness inventory	IL's, Consultants, Admin and Superintendents will support educators to be able to articulate which skills students have acquired and which skills are still needed with precision, and make programming decisions to reflect this	Check in with focus schools - Nov. 2019	
<b>The Arts</b>	Increase teacher knowledge in ways arts and and other subjects are interconnected through the curriculum, with a focus on math.	Intentionally demonstrate the direct connections between the arts and other subjects to build knowledge & understanding.Utilizing teachers with strong math content knowledgeto develop explicitly linked math connections to share. Place examples of interwoven arts and math lessons on OurDock. PLCs and PD integrating the arts to support other subjects. Continue to Intergrate arts learning through STEAM opportunities. Develop partnerships with ARTSECO members to share and enhance math/arts resources.	Educator use of Our Dock. Visible sharing of educator learning at schools, Twitter & through conversations. Feedback from PLCS and PD. Increase collaborations with integrations. Increased visible initiatives of classes and schools in relation to the arts. Increased content understanding and confidence of educators & students in integrating subjects.	Ongoing with schools. November - math/art workshop Lindsay. Music/Math coding workshop in October. December - linking math mentor texts to the 5 fundamentals & to art provocations, pairing with exemplary math teachers to develop direct Math/Music collaborations to share. February - Our dock math/arts lessons April - linking the arts to EQAO prompts. May- TLLP looking at arts/executive functioning and direct correlations to academic (math) performance.	
	Support educators in deepening their content learning in the arts connected to the Creative & Critical Analysis Processes in creating quality tasks	Co-planning with educators to utilize these processes in creating quality tasks. Collaborative teaching and co-reflecting with educators. Providing PD for educators through PLCs, workshops, our Dock and Twitter	Educators and students using content specific vocabulary in the arts. Quality of tasks demonstrating students' creative process. Increased efficacy and confidence of educators in implementing their arts programs. Visible learning sharing through Twitter, schools & initiatives. Reflections & feedback forms from educators and students. Increased active engagement of students.	Ongoing with schools. February - Arts PD workshop afterschool March - Drama/dance workshops for educators & students. May - linking TLAC arts camp learning to the classroom. Board wide music festival - April	

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	Connect teachers with on-line tools that will help them to develop composition opportunities and work with Creative Process in music	Introduce teachers to online tools: Flat and Soundtrap, where they can bring music composition alive in their classrooms and develop knowledge of rhythmic patterns and elements of music. Pilot schools without an instrumental program will be selected to pilot SoundTrap.	A 4 week initial pilot will take place with select schools who will then continue to build capacity with other schools and teachers, followed by strategic updates throughout the year. Teachers will be able to share their use of the program and infuse increased music into intermediate grades. Data will be taken to see if the program has spread to other areas of the school.	Pilot begins November 1st for 4 weeks with the developers of soundtrap. Monitoring of sharing will be continuous throughout the year.	
	In correlation with the 1 million dollar MusicCanada instrument repair initiative, working with instrumentalist teachers to have their inventory overhauled/repared/refurbished	Select 3 pilot schools (ASES, Central, Lady Mac) as recipients who will guide this project for other schools in the province. Educate all music teachers on inventory and repair and raise awareness in the application and grant available from MusicCanada for 2018.	Develop Instrument inventory feedback form to receive data on what instruments our school has/uses board wide.	Board Refurbishment grant and MusicCanada Grant both come to fruition in November. Inventory completed by April.	
<b>Literacy</b>	Improve Literacy outcomes as reflected by school Reading assessments (Fountas and Pinnell Benchmark) and exit targets.	Use TLDSB Reading Research for Decision Making tool to focus data collection and inform school decisions	Class and School data to be used by classroom educators to identify and close gaps, and achievement compared to exit targets are monitored by Principals and Superintendents.	Identify Cornerstone schools and monitor checkpoints 3 times per year (Fall, Feb and June)	
		Ensure system wide understanding of Fountas and Pinnell text gradients (levels) and 12 Strategic Actions for developing common language for both assessment and instruction	Principal and Superintendent visits, common language for students and educators - Evidence of student learning, evidence of educator references to the content in planning and assessments	After school workshops offered during Nov and Dec in both North & South locations. Learning also offered several times throughout the year	
		Ground work in Literacy Profile and in content on Our Dock to support professional learning during PLCs	Use Google Analytics to analyze how TLDSB educators are using Our Dock and in feedback from PLCs	Collect data in Dec, March and June	
		Knowing our learners through ongoing formative assessment and selecting appropriate strategies from the Literacy Continuum to set precise student learning goals.	IL's, Consultants, Admin and Superintendents will support educators to be able to articulate which skills students have acquired and which skills are still needed with precision, and make programming decisions to reflect this	After school workshops offered during Nov and Dec in both North & South locations. Learning also offered several times throughout the year	
	Continue to support gradual release of responsibility in Literacy instruction	Use of materials in Literacy Profile and on Our Dock to support conversations and learning	Observations during classroom walk throughs by Principals and Superintendents and in conversations during PLCs with consultants and ILs	After school workshops offered during Nov and Dec in both North & South locations	

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	Support the improvement of Early Literacy outcomes by looking closely at how we know our learners through the 9 areas of deep learning	Build understanding and capacity around phonological awareness as an important piece of literacy understanding for reading and writing using the new TLDSB phonological awareness inventory. Make content accessible to educators by working in partnership with the Speech and Language Pathologists to add pieces to Our Dock to support students with instruction.	IL's, Consultants, Admin and Superintendents will support educators to be able to articulate which skills students have acquired and which skills are still needed with percision, and make programming decisions to reflect this	Feedback from educators with Google Form in Dec and May	
<b>FSL</b>	Connect the Fundamentals in Math to math teaching and learning in grades 1-3.	Identify where the fundamentals are in the grades 1-3 curriculum through PD.	-School Observations/ Conversations Monitoring through conversation with Admin, teachers and students.	Ongoing	
	Provide a Math Grade 1 kit (Mathology) as a Pilot to increase student achievement in math (Grade 2 kit Feb 2019, Grade 3 kit Fall 2020)	Explore how to use this teaching tool in the classroom to increase student acheivement while using higher expectations with our students	Provide ongoing support through PLC's/ classroom visits/google meets	Google form to be reviewed in January and June to track impact of learning.	
	Implement a tiered and responsive approach to Second Language acquisition and all learning in a Second Language environment.	Explore the Access to Success tiered approach to being responsive to Second Language learners in all subject areas.	- Qualitative data from PD (October 2018) - Monthly Google meets with each school team - Google Form to track: Where do you feel your learning is at prior and post 'Class Act' "What are your students able to do differently now because of your learning?" -School Observations/Conversations Monitoring through conversation with Admin, teachers and students. Voluntary educators sharing their growth in learning on our FSL Spec Ed resource site.	Google form to be reviewed in January and June to track impact of learning.	
		Continue to be responsive to the reading gaps in our Second Language learners by continuing to promote the use of the Class Act phonological tool kit and the promotion and importance of phonological awareness.	- Monthly Google meets with each school team	<a href="https://drive.google.com/open?id=1PmN8Fu9Ok5KzQ1zQU0SLi6R7r_nY-vUx-rQTg9ljtns">https://drive.google.com/open?id=1PmN8Fu9Ok5KzQ1zQU0SLi6R7r_nY-vUx-rQTg9ljtns</a>	
	DELf	Increase the amount of students that can access the grade 12 DELF exam from 55-75	- Student exam results - Student retention data	Data collection by May 2019.	

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		Offer the DELF training to TLDSB staff to increase the amount of correcteurs. We currently have 15 members from the North and 7 members from the South whom are trained. By increasing these numbers we will have more opportunities to offer the exam as well as a larger knowledge base of the program.	Increase number of Correcteurs to 35. Increase of students involved in DELF in grade 8 and increased opportunities for students in grade 12.	Correcteur training - Jan. 2019 Grade 8 students - June 2019 Grade 12 students - May 2019	
		Pilot a French Immersion grade 8 DELF 'faux' exam. Include all 6 French Immersion Elementary schools. Monitor those students as they continue through to grade 12 for student retention in FSL.	- Student exam results - Student retention data	Data collection by June 2019.	
	CEFR	Continue to engage students in FSL by using the CEFR model. CEFR is a proven framework and tool as part of the European French language instruction. It is the anchor to building confidence in students. CEFR encourages a natural development of language and is based on student voice, student interest, and authentic learning.	Provide ongoing support through Family of School PLC's & classroom visits	Google form to be reviewed in June to track impact of learning.	
ESL	Continued development and delivery of an online course for Tutors and Teachers	Completion of modules	Feedback from participants regarding: Content of online course. Participants can be asked: What was most useful? What was the least useful? What is missing? Are the resources easily accessible? (e.g., the documents in the shared Google Folder?) Any other thoughts/ideas. Tutor course participation throughout the 2018/19 school year can be closely monitored.	Ongoing	
<b>Experiential Education</b>	Provide authentic experiential learning opportunities, with an intentional initial focus on grade 7-8 students.	Liaise with (1) Fleming, Georgian & Durham College to expose students to post-secondary trades opportunities, (2) Outdoor Education Partners to expose students to Outdoor Education opportunities, and (3) Community partners to cultivate student/teacher training, excursion and funding opportunities	Use a tracking system to ensure that experiential opportunities can be anticipated and are equitably distributed. When possible, manifest new opportunities.	Tracking system is as complete as currently possible, updated as opportunities emerge. Manifestation of opportunities is ongoing.	

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		<p>Provide Experiential Education programming initiatives (ie. Grade 4-8 Tool Kits, Cardboard Boat Races) and support (ie. Our Dock resource page, Google Community, monthly newsletter) that make Experiential Education ideas and materials accessible. Establish periodic challenges that connect math &amp; science curriculum with kit contents.</p>	<p>Use Google Analytics to monitor engagement on Our Dock, Google Community &amp; Twitter. Measure interest through response to initiatives (eg. requests to participate in initiatives, photo evidence through social media, interest in competing at Skills Ontario).</p>	<p>Google Community &amp; monthly newsletter in place. Our Dock space established (though responsively evolving to contain improved ideas, materials and support).</p>	
		<p>Establish a K-8 curriculum-based Experiential Learning scope and sequence that increases the use of the Experiential Education Cycle (ie. robust school-community connections, awareness of highly skilled workforce pathways, purposeful inquiry-driven instructional design, embedded reflection). This document will support teachers in integrating curricular content in a cross-disciplinary approach, especially through contextual content that connects student learning to the "real" math embedded in STEM and Skilled Trades career pathways.</p>	<p>Consult with curriculum, technology and pathways teams to make clear connections between curriculum expectations and experiential initiatives and opportunities in order to establish a responsive scope and sequence document. Collect data from CTs, Ps and ILs on grade 7-8 activities occurring within TLDSB. Provide support to ensure that activities are connected to curriculum. Track teacher participation in PD/PLC/shoulder-to-shoulder support EE opportunities.</p>	<p>Data collection on grade 7-8 activities by February 2019. Scope &amp; sequence by June 2019, to use as a guiding document in the 2019/2020 school year. Support responsive and ongoing.</p>	
		<p>Provide individualized programming support for at-risk intermediate learners to increase engagement and understanding of how the skills and knowledge developed in school support the individual in her/his career &amp; life pathway.</p>	<p>Work with school (Student/CT/P/SERT/Parent) and Special Education/BIRT teams to establish goal-based programs for individual students. Use the goals to track student skill development, curricular achievement, and overall engagement.</p>	<p>Ongoing.</p>	