

# EMBRACE LEARNING



Secondary Curriculum Services  
Action Plan 2018-2019



## Secondary Curriculum/Student Success Action Plan 2018-19

Initiative	Goal / Objective	Action / Strategy	Monitoring/ Measurement	Timeline	Evaluation / Results	
Teaching and Learning	<b>21st Century Learning (6Cs)</b>	Identify 21st Century competencies (6Cs) and learning necessary to prepare students for their future and embed in classrooms with explicit teaching	<ul style="list-style-type: none"> <li>- Identify what competencies are necessary for students and where they exist in our teaching and learning</li> <li>- Connect competencies to Learning Skills and Activated Learning</li> <li>- Training for Learning Strategies teachers in Activated Learning</li> <li>- Connect learning to the curriculum expectations</li> <li>- Support PBL, flipped classroom work</li> <li>- Offer innovation funding to classrooms who would like to experiment with alternative course/class delivery that includes pre-post evaluation and student voice</li> <li>- Create network for sharing</li> </ul>	<ul style="list-style-type: none"> <li>- Common language adopted for 21st C learner</li> <li>- Assessment data for Learning skills on report cards</li> <li>- # of Innovation applications</li> <li>- Focus on HOT skills</li> <li>- Networking meeting</li> <li>- Student voice and feedback</li> </ul>	November admin retreat Secondary P mtgs - Oct, Dec, Feb  Innovation projects Dec invite Sem 2  Spring network for sharing	
	<b>Assessment and Evaluation</b>	Deepen understanding of assessment for learning using the curriculum and Assessment and Evaluation guides	<ul style="list-style-type: none"> <li>- PLC focus:</li> <li>- Keep professional learning data driven to provide responsive instruction (ie Differentiation)</li> <li>- Ground work in curriculum documents and Growing Success to focus assessment</li> <li>- Focus on triangulation and matching medium to skill assessed</li> <li>- Use of technology in the assessment process (remove stigma)</li> </ul>	<ul style="list-style-type: none"> <li>- Track teacher learning and check in</li> <li>- Student voice re: variety of assessment, materials,</li> <li>- Use of guides during PLCs</li> <li>- School sharing of monitoring and assessment materials</li> </ul>	Sandra Herbst dates: Sept, Dec, April  Ongoing	

<p><b>Supporting Achievement of Applied Learners</b></p>	<p><b>Gap Closing:</b> Increase Gr 9 and 10 applied and workplace students' reading skills (comprehension focus)</p>	<ul style="list-style-type: none"> <li>- Use Fountas and Pinnell resources to benchmark students and to support next steps</li> <li>- Use the wheel from the literacy profile to guide instruction</li> <li>- Expand reading focus beyond English and Learning Strategies to content areas using vocabulary development focus</li> </ul>	<ul style="list-style-type: none"> <li>- Student engagement through survey</li> <li>- Benchmark increases</li> <li>- EQAO scores (reading)</li> <li>- English credit</li> <li>- Attendance rates for participating credits</li> <li>- EQAO scores (Math)</li> </ul>	<p>Sept/Jan - diagnostic Nov/Mar - check in Jan/June - summative</p>	
	<p><b>Gap Closing:</b> Math Interventions to improve functional math skills and financial literacy</p>	<ul style="list-style-type: none"> <li>- Spiraling Math - Amy Klose; Dustin Belton (FFSS) now</li> <li>- Up Math - FFSS Kelly Newman and HHS Jen Lauer</li> <li>- Functional math across the curriculums (Oct PD)</li> <li>- Financial literacy across the curriculums</li> </ul>	<ul style="list-style-type: none"> <li>- Student engagement through survey</li> <li>- Attendance rates for participating credits</li> <li>- EQAO scores (Math)</li> <li>- Grade 9 Applied Math quality of credit</li> <li>- Specific expectations identified cross-curriculum</li> </ul>	<p>October PD day</p>	
<p><b>Reimagining English</b></p>	<p>Appropriately challenge and engage all students to reach high expectations with varied opportunities and resources grounded in the curriculum</p>	<ul style="list-style-type: none"> <li>- Curriculum review with regards to competencies</li> <li>- Focus group of teachers across system</li> <li>- Consider content and resources through analysis of curriculum and assessment</li> <li>- Support with new varied resources</li> <li>- Connect curriculum outcomes and assessment to resource selection</li> </ul>	<ul style="list-style-type: none"> <li>- Focus group complete</li> <li>- Broad scope of resources in use in schools</li> <li>- Student voice and feedback</li> <li>- Pre and post surveys</li> </ul>	<p>December; January meetings Sem 2 projects and tracking</p>	

<b>Pathways and Opportunities</b>	<b>Guidance - Roles and Responsibilities</b>	Identify and share effective practices in guidance departments that support wellbeing, pathways and communication	<ul style="list-style-type: none"> <li>- Information collection</li> <li>- Principal/Guidance Head meetings</li> <li>- What does contact look like for a workplace st? Applied? Academic? Parent?</li> <li>- Determine professional learning needs</li> <li>- Analysis of how students access support - initiation; proactive or reactive?</li> <li>- 1st Generation Post-secondary Project: 10-15 students/high school to expose to local college opportunities and build skills (financial, advocacy, leadership) for transitioning to post-secondary.</li> </ul>	<ul style="list-style-type: none"> <li>- Pathways %s</li> <li>- Post Secondary selections</li> <li>- Student voice forums</li> <li>- Parent voice</li> </ul>		
	<b>Arts and Information Technology Pathways</b>	Investigate offerings and pathways in schools. Connect elementary work to high school pathways	<ul style="list-style-type: none"> <li>- Survey and map offerings</li> <li>- Connect to transition activities</li> <li>- Determine next steps for pathway development</li> <li>- Support staff qualification acquisition for coding/media/ computer engineering</li> <li>- Explore dual credit in IT</li> </ul>	<ul style="list-style-type: none"> <li>- School sharing of arts/tech pathways</li> </ul>	Spring 2019	
	<b>Transitions Grade 7-8-9</b>	Analyse and collect links in instruction and culture between elementary and secondary to strengthen transition and learning for students	<ul style="list-style-type: none"> <li>- Activities to transition from 8 to 9</li> <li>- Parallel instruction and teaching between panels grounded in data use and curriculum expectations</li> <li>- Increase communication with parents about transition and pathways</li> <li>- Consider reach ahead expansion to technology and arts</li> <li>- Understand STEP continuum for ELL students moving from elementary to secondary (HHSS project)</li> </ul>	<ul style="list-style-type: none"> <li>- Student voice</li> <li>- Parent voice</li> </ul>		

	<b>International Students</b>	Investigate opportunities to expand international students enrolment and cultural competencies in TLDSB	<ul style="list-style-type: none"> <li>- Meet with community organizations; principals; guidance; consultant</li> <li>- Establish framework and transition plan; supports; etc</li> <li>- Selection of resources; content to reflect global</li> <li>- Investigate international exchange opportunities for both students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Framework in place</li> <li>- # of international students at TLDSB</li> </ul>	Ongoing	
	<b>School College Work Initiative (SCWI)</b>	Expand dual credits into Muskoka area schools	<ul style="list-style-type: none"> <li>- Investigate partnerships with Georgian to expand</li> <li>- Educate school staff on dual credit delivery and benefits</li> <li>- Develop communication strategy for students and parents (OYAP success; dual credit; trades)</li> <li>- Expand SWAC (full year and with Georgian)</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in dual credit offerings in northern schools</li> <li>- Expanded use of SWAC</li> <li>- Communication plan in action</li> </ul>	<ul style="list-style-type: none"> <li>- Nov submission</li> <li>- SWAC in place Sept 19</li> </ul>	
	<b>Cooperative Education</b>	Implementation of new Coop curriculum and workplace continuum	<ul style="list-style-type: none"> <li>- Coop teaching grounded in the new curriculum document</li> <li>- Processes for tracking and documenting student learning shared</li> </ul>	<ul style="list-style-type: none"> <li>- New coop course considered and offered where appropriate</li> <li>- Processes shared</li> </ul>	<ul style="list-style-type: none"> <li>- Fall Adobe</li> <li>- Offerings for 2019-20</li> </ul>	