

# EMBRACE LEARNING



Elementary Curriculum  
Services Action Plan  
2018-2019 FINAL



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>		<p>Schools will set rigorous goals for improvement in Grade 6 math, and will engage in school based monitoring of progress towards goals.</p>	<p>Short term outcomes: School SIPSAs reflect rigorous mathematics goals that are specific and measurable. Actions and professional learning in SIPSAs align with the achievement of goals. SIPSAs include how schools intend to monitor progress.</p> <p>Mid term outcomes: Schools engage in changes to teacher practice in relation to SIPSAs focus. Schools monitor changes to teacher practice and impact on student learning. (Captured by: SIPSAs 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 SIPSAs, 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>	<p>Initial completion November 2018; SIPSAs moderation and feedback ongoing</p>	<p>Targets to be analysed with EQAO data release Improvement of 5% in Grade 6 Mathematics and 2% in Grade 3 10 of 15 schools with Instructional Lead support saw an increase of 5% or more 4 of 15 schools saw an increase of 38 - 43%</p>
		<p>Identify what the fundamentals are and where they lie in the Measurement strand across grades. Connect competencies to learning through professional development.</p>	<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>	<p>Cornerstone Schools ongoing</p>	<p>Board wide PD on the Fundamentals occurred in October for all Administrators, ILs, and some SERTs. All elementary schools included a component of Focusing on the Fundamentals during the October 25 PD day. In December, all administrators were invited to attend a webinar to deepen their understanding of the Fundamentals and learn about videos and other resources they could use in schools. Creation of document that identifies the fundamentals that should be focused on in each Scope &amp; Sequence topic initiated in June and work is ongoing.</p>
	<p><i>.. by creating common understanding of effective mathematics instruction</i></p>	<p>Define a balanced math block of 100 minutes and establish key instructional strategies connected to measurement and the fundamentals in math.</p>	<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 teacher current practice).</p>	<p>November, 2018</p>	<p>Completion of TLDSB Balanced Math Block document that defines the components of a minimum 60 min math block (November 2018). Creation of Professional Learning resources to support implementation (November 2018 - ongoing). Educator and leader professional learning on the document, its components, and related available professional supports occurred January 14 for New Teachers, February 20/21/22 &amp; March 26/27/29 for Grade 6 teachers, February 11 for Administrators, as well as various dates in schools during school-directed PLCs and staff meetings.</p>
	<p>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</p>	<p>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).</p> <p>Long term outcomes: Refinement of teacher practices leading student learning (Captured by: end-of-cycle documentation &amp; 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).</p>	<p>October-November 2018</p>	<p>Schools with ILs worked on co-planning, co-teaching, and co-debriefing in their Grade 6 classrooms.</p>	

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	<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	Resource created September 2018 and shared via OurDock and to Administrators, ILs, and other staff at board-wide Professional Learning October 11. Content of support documents reviewed and revised by curriculum team in June 2019. Creation of further documents to support the development of fundamental concepts and skills (e.g. identifying fundamentals that should be focused on in each Scope & Sequence topic) initiated in June and is 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	Mid Year Assessment created by curriculum team and administrated in early January 2019 in all Grade 6 classrooms. Observation guide focused on perseverance, technology & tool use, etc. was also created and used by school teams. Educators attended one of the board-led sessions offered January 16/17/23/24/30 to engage in moderated marking of and planning to respond to the Mid Year Assessment. Schools will compare EQAO IIR and midyear assessment results in October 2019 for next steps
		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.	All interested schools & teachers invited to field test scope and sequence long range plan created by DSBN. PD on the use of the Scope and Sequence offered in conjunction with the Math Block PD on January 14 (New Teachers), February 11 (Administrators, ILs), February 20/21/22 (Grade 6 teachers), March 26/27/29 (Grade 6 teachers), and a various times to interested schools by school-based PLCs.
	<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	ILs assigned to small number of cornerstone schools with mandate to work with Grade 6 teachers 10 of 15 schools saw an increase of their Grade 6 results
<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	Created Fundamentals document expansion to include Kindergarten expectations, worked with educators and Early Years Itinerate teachers to collect accompanying support material for ourdock.ca. Introduced material through work with Administrators, PLC's, IL network meetings, PD Day sessions, and after school sessions.
	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	With a focus on intentionality and balance, materials were created to support conversations, reflections, and learning about planning for math in an emergent curriculum. A subpage was started on ourdock.ca containing access to support documents, ministry support material, as well as annotated videos of students demonstrating skills to bring the learning to life. The subpage was designed to help leaders facilitate learning in their buildings with the addition of guiding questions, points of reflection and references to our curriculum documents.
	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	Alignment with SLP's to create videos for ourdock.ca. Worked with SLP's and Literacy Consultant, FSL Consultant to create Phase 2 and 3 of Inventory in English and French. Added Class Act resources to ourdock.ca and worked with Administrators and educators to introduce & reinforce use of Inventory & Resources on ourdock.ca for intentional and precise classroom instruction. Met with Psych Ed & SLP staff to align messaging around Inventory & Resources. Worked with educators to implement the inventory and the resulting plan with students, and reflected on the process.

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<b>The Arts</b>	Increase teacher knowledge in ways arts 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 knowledge to develop explicitly linked math connections to share. Place resources on OurDock. PLCs and PD integrating the arts to support other subjects. Continue to Integrate 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. October - Primary math inquiry of teaching math through an integrated approach. October - June - PLCs 5 fundamentals through an interdisciplinary approach. December Pairing with exemplary math teachers to develop direct Math/Music collaborations to share. April - linking the arts to EQAO prompts. May - PLCs around Math throughout the day through an interdisciplinary approach. May - TLAC camp May- TLLP looking at arts/executive functioning and direct correlations to academic (math) performance. June - participating in Math Olympics	Ongoing support with educators through classroom collaborations, school PLCs and family of schools PD occurred as follows: 30 educators attended a math/art workshop Lindsay in November October was a Music/Math coding workshop and Primary math inquiry of teaching math through an integrated approach. Math teachers met in December to develop direct Math/Music collaborations and share. 4 schools held PLCs focused on Math throughout the day through an interdisciplinary approach grades 4-8. TLAC arts camp had about 300 students attending In total there were 20 PEG grants focusing on the Arts and supported by central staff.
	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, supporting schools with Arts focus in PEG grants	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, October-June Math PLCs, March - Drama/dance workshops for educators & students. May - linking TLAC arts camp learning to the classroom. Board wide music festival - April June - Math Olympics,	Ongoing work with schools included linking mathematics and arts, music and coding, and linking the arts to EQAO. Focused work on linking math mentor texts, the 5 fundamentals and Counting Principles, and math/visual provocations through an interdisciplinary approach. 4 classes participated in Ontario Arts Grant integrated the Arts with other subjects. A TLLP looked at arts/executive functioning and direct correlations to academic (math) performance. 7 schools participating in Math Olympics, highlighted Math in Visual Art
	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 there 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.	13 teachers participated in a Soundtrap PLC with a 4 month pilot. 8 used for the year in junior and intermediate classrooms. The program was introduced to 9 additional classrooms through out the board and combined with literacy through poetry. In December, 10 educators 5-12 gathered for an online instruction on using Flat which is a google based composition program.
	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.	TLDSB collected 52 instruments that were repaired and distributed to the three pilot schools. 15 schools applied and received grants from Music Canada between \$2000-\$2500. 12 instrumental schools completed their inventory, which will help in loaning and sharing of equipment through out the board.

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<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)	Shift in focus for system learning & initiatives resulted in a pause to this goal -Looking forward to how we can provide schools with examples for this data at a school level
		Ensure system wide understanding of Fountas and Pinnell text gradients (levels) and 12 Strategic Actions for developing common language for both assessment and instruction	Prinicipal 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 Jan-June in 3 locations: North (Bracebridge), Haliburton & South (Lindsay).	Used 12 Strategic Actions during all 4 sessions of after school professional learning in Reading
		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	Data to be analyzed in September
		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 percision, and make programming decisions to reflect this	After school workshops offered from Jan-June in 3 locations: North (Bracebridge), Haliburton & South (Lindsay). Learning also offered several times throughout the year	Used Literacy Continuum to ground work with educators during after school sessions in both Reading & Writing
	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 from Jan-June in 3 locations: North (Bracebridge), Haliburton & South (Lindsay).	91 teachers participated in 2 Writing series with gradual release focus -90 educators participated in 4 Reading professional learning series: Modelled/Interactive Read Aloud; Shared Reading; Guided Reading; Independent Reading
	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	Alignment with SLP's to create videos for Our Dock -Worked with SLP's and EY Consultant, FSL Consultant to create Phase 2 and 3 of Inventory in English and French -Added Class Act resources to Our Dock -Met with SERTs in FoS mtgs to introduce & reinforce use of Inventory & Resources on Our Dock -Met with Psych Ed & SLP/CDA staff to align messaging around Inventory & Resources
<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	Will continue next year.
	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.	Discontinued

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	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.	Renee Bourgoin presented a workshop on tiered intervention and the current research to support the inclusive mindset in a second language environments.  45 FI Elementary teachers participated in this 1 day PD. 24 in the North 21 in the South  To continue to support this conversation at the school level: Half Day PLCs occurred in six of the seven Immersion Schools.  60 Immersion teachers engaged in learning on how to support struggling learners in a second language learning environment.
		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=1PmN8Fu9Ok5KzQ1zQU0SLj6R7r_nY-vUx-rQTg9ljtns">https://drive.google.com/open?id=1PmN8Fu9Ok5KzQ1zQU0SLj6R7r_nY-vUx-rQTg9ljtns</a>	The Class Act tool kit is now in each FI school. There's an FI lead in each school that has had PD on the implementation of the kit.  The French version of Class Act has been added to OurDock 60 teachers who participated in the FSL intervention PLCs have had an opportunity to see how to access these resources.  With the help and support of the SLP, Language and Early Years Consultant. The TLDSB phonological screener was adapted to French and can now be found on OurDock under 'Reading'
	DELFL	Increase the amount of students that can access the grade 12 DELFL exam from 55-75	- Student exam results - Student retention data	Data collection by May 2019.	70 secondary students participated in this year's DELFL exams.  We had 35 try at the A2 level and 34 were successful. We had 29 students attempt B1 level and 26 were successful. We had 7 students attempt the B2 level and all were successful.
		Offer the DELFL 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 DELFL 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	Due to Barrie Regional Funding, TLDSB was able to send two teachers from the secondary panel to become trained DELFL examiners. Both were successful and will contribute to supporting the DELFL exams in 2020  12 FSL teachers participated in the DELFL refresher session.  18 DELFL Correcteurs/rices participated in the DELFL exams this year.
		Pilot a French Immersion grade 8 DELFL '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.	Rolling Hills participated in a Mock DELFL exam. 16 grade 8 Core French students participated in the A1 TLDSB adapted DELFL exam and were successful.  Will expand this project to five schools next year

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	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.	<p>November-Full day PLC occurred in Haliburton to support bridging of understanding between Elementary and Secondary teachers engaging in Action-Oriented CEFR planning.</p> <p>Full day PD occurred on April 5th for Core French teachers.</p> <p>One session was provided in the North and one in the South. 18 teachers participated in the North and 17 in the South.</p> <p>The CEFR was discussed and plans to develop a scope and sequence was considered for next year.</p>
ESL	Continued development and delivery of an online course for Tutors and Teachers	Completion of modules	<p>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.</p>	Ongoing	Course available and mandatory for all tutors
<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.	Tracking system is in place to ensure equitable access to centrally-assigned opportunities and partnerships with post-secondary institutions and community partners. 10 elementary schools attended a Fleming campus, 1 attended the Durham campus, and 6 attended a Georgian campus. Georgian visited 6 schools. Skills Ontario also presented in elementary schools. This year 46 intermediate teachers from 23 schools participated in EE-based PD/PLC opportunities, and 67 teachers from 26 schools were trained in Xello, representing 1700+ students and with approximately 1300 of those students participating in consultant-led training session. 70 students brought their parents to Future Job Fair event, which was a partnership with Fleming College, Durham College and the City of Kawartha Lakes Economic Development Department.
		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 & science curriculum with kit contents.	Use Google Analytics to monitor engagement on Our Dock, Google Community & Twitter. Measure interest through response to initiatives (eg. requests to participate in initiatives, photo evidence through social media, interest in competing at Skills Ontario).	Google Community & monthly newsletter in place. Our Dock space established (though responsively evolving to contain improved ideas, materials and support).	The EE subpage on Our Dock (230+ visits since tracking began on March 21), as well as the TLDSBmakers sub-site, are loaded with content that helps educators take steps forward in integrating EE in their practice. Monthly newsletters kept grade 7/8 teachers informed about curricular integration ideas, event details, potential partners, funding opportunities and robust community connections. The 33 schools with tool kits supported to participate in Best in TLDSB and Skills Ontario competitions 92 grade 7/8 students competed in Cardboard Boat Races (CBR); 94 grade 7/8 and 8 grade 4/6 students competed in elementary Best in TLDSB; 22 students competed in Skills Ontario Provincial Skilled Trades and CBR competitions.

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		<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>A framework based on trends observed and technology available in TLDSB schools is ready, though more consultation with other departments and curriculum council is needed before it's officially ready to launch.</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>	<p>Initiatives for individual students and groups of students was developed and ongoing work is needed here.</p>