

# EMBRACE LEARNING



Secondary Curriculum Services  
Action Plan 2018-2019 FINAL



## 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	Focused on in English and Math PD sessions  Linked competencies to SEL, executive functions and soft skills in Nov Administrator retreat  Continued to fund work in Activated Learning  Funding for classroom projects will be considered for 2019-20
	<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 task 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	Effective feedback a focus for school PLCs and SIPSA goals  Direct support provided to schools and classrooms on how to triangulate data  3 sessions with Sandra Herbst held for administrators to extend learning to analysis of collected data  PD held for NTIP teachers

<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>Professional development held at FFSS (3 teachers), LCVI (9 teachers), HHS (5 teachers) and HHSS(9 teachers) to learn about Benchmark and how to address gaps in reading using BAS data. FFSS, LCVI, HHSS English departments (and GLE teachers) used LLI for intervention. All 3 high schools saw increases in applied rates on OSSLT</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>Financial Literacy across the curriculum was introduced to all high schools during Oct PD day BMLSS created department goals around numeracy, critical thinking of problem solving to track along the school year</p> <p>Both FFSS and HHS saw growth and confidence in students taking UP Math and had an increase of 20% of Applied students at Level 3 or 4 in EQAO Math</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>	<p>We held two PD sessions and a book talk "180 days" with 16 English teachers with representation from every high school.</p> <p>Will continue 2019-20</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>		Innovation projects in 5 schools with data collected from students 3 schools provided college and university tours 2 schools focused on IPPs and providing purposeful access and use with students
	<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	Maker Spaces support through Experiential Consultant Expansion of Xello to all elementary schools Secondary guidance and admin trained in Xello for full implementation 2019-20
	<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>		ELL transition assessments were completed with all ELL students moving into grade 9. Reports from assessment are shared with secondary schools and in students OSR's for teachers to gain insight into what level students are at and how to best support them. PD was delivered at HHSS (8 teachers) to build capacity around the STEP continuum and how to accommodate or modify expectations as needed. Staff Meeting at GHS to entire

						staff in order to familiarize them with the STEP continuum and how to use the information to meet the needs of our ELL students.																				
	<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	<table border="1"> <thead> <tr> <th></th> <th>MLI</th> <th>CSTAR</th> <th>Independent</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>25</td> <td>-</td> <td>4</td> </tr> <tr> <td>2017-18</td> <td>20</td> <td>-</td> <td>2</td> </tr> <tr> <td>2018-19</td> <td>23</td> <td>-</td> <td>3</td> </tr> <tr> <td>2019-20</td> <td>9</td> <td>1</td> <td>-</td> </tr> </tbody> </table> <p>TLDSB has connected with 2 additional companies to investigate a partnership and agreement</p>		MLI	CSTAR	Independent	2016-17	25	-	4	2017-18	20	-	2	2018-19	23	-	3	2019-20	9	1	-
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	<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>	Expansion of dual credit and SWAC into Muskoka area for 2019-20 Parents sessions at local colleges held with 70 attending Fleming session in May																				
	<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>	Cooperative Education teachers trained with new curriculum Tracking of 2 visits in workplace in place																				