



TVDSB Roadmap for School Improvement

School: Date:

Members of SIT:

REFLECT: What did we find? (Reflect on the learning)

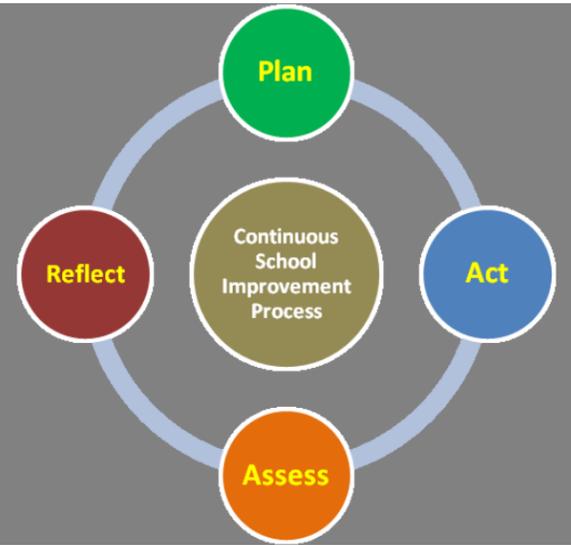
Changes in Student Achievement

Changes in Instructional Practice

PLAN: What will be the focus of our learning? (Based on review of Data Inventory and/or student achievement data)

School Improvement Goals

Which BIPSA objectives align with your goals?



ACT: What will we implement and evaluate? (Strategies and Success Criteria)

Identify strategies:
 -School
 -Division
 -Department
 -Classroom

(see BIPSA, SEF and curricular expectations)

Identify evidence to be collected (how will you determine effectiveness)

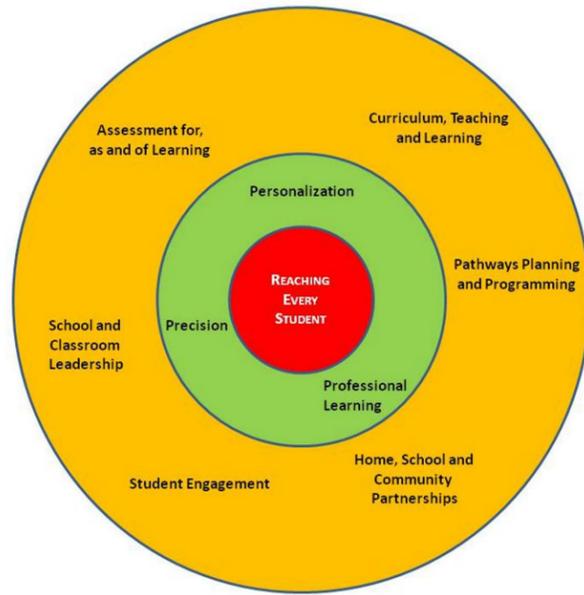
Identify required resources and professional learning

ASSESS/OBSERVE: How are we doing? (Review evidence in relation to success criteria)

Outcomes or Impact of Strategy

Implementation of Strategy

Data Inventory



School Effectiveness Framework Diagram

Students are at the heart and centre of the framework.

SEF: Six main components have been identified as significant in informing instructional practice and professional learning and lead to focused instruction and assessment for each student.

Personalization puts the student at the centre, providing assessment and instruction that are tailored to students' particular learning needs.

Precision links assessment for and as learning to evidence-based instruction on a daily basis in order to respond to the learning needs and readiness of each student.

Professional Learning is focused, ongoing, job-embedded professional learning for every educator and links new conceptions of instructional practice with assessment for and as learning.

Student Achievement Data

- Report card data, learning skills & work habits, EQAO results, common board assessment(Math Inventory, DRA, Phonological Awareness), credits, pass rates, grad rates.
- Student work samples, Individual Education Plans, teacher-constructed common assessments, running records, learning cycle data.

What evidence do we have that shows the knowledge, skills, and understandings our students have achieved? Which data indicate the degree to which our students show the conceptual understandings and generalizations in our curriculum expectations? What evidence shows which students are meeting or exceeding our achievement expectations and which are not?

Demographic Data

- School demographic profiles (census), student profiles, mobility patterns, behavioural data (attendance, suspensions), data disaggregated by subgroups (e.g., ELL, ESL, FNMI, Spec. Ed.)
- Who are our students? What trends do we see in our student population? What factors outside the school may help us understand our students?*

Program Data

Primary sources: SEF annual assessment, FDK, Learning Cycles, District Reviews, Program Reviews, School Improvement Team, TPA/PPA process, partnerships/community programs.

- Effectiveness of curriculum implementation, assessment and instructional practices, quality of programs, programs and services that meet specific needs.

How successful are our programs in bringing about the academic excellence articulated in our standards? How are our programs and services promoting successful outcomes for all students?

Perceptual Data

- Student surveys, parent/community input, EQAO survey data, School Climate Surveys, Safe School Survey, character education, Tribes, student and teacher input.

How do the members of our school community feel about our district? How satisfied are school community members about our educational programs? How are we perceived in the community?