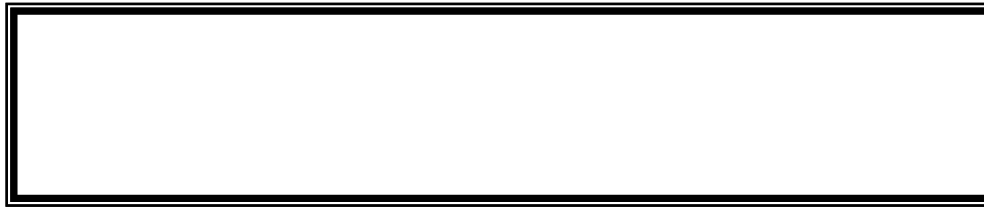


Section A

TCDSB
Action Plan
For Improvement
In
Literacy
2003-2004

CONTENTS

Overview: Goal/Area of Focus: Reading	Page 3
Overview: Goal/Area of Focus: Writing	Page 4
Primary Division	Page 5
Junior/Intermediate Division	Page 11
Secondary Division	Page 15





Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
PRIMARY					
<ul style="list-style-type: none"> Develop and provide EQAO workshops for teachers new to the process or who wish to refresh their teaching strategies in reading and writing in preparation for the EQAO assessment. 	<p>Teachers gain awareness of EQAO preparation strategies and model appropriate reading and writing strategies in their classroom instruction including the use of achievement levels, reading and writing exemplars and prior EQAO assessment units.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	<p>November/December 2003 November/December 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers Attending</p> <p>Superintendents Principals</p>	<p>Professional Development</p>	<p>Achieved/ Planned</p>
<ul style="list-style-type: none"> Provide a Balanced Literacy Introductory workshop for teachers new to the primary division including Summer Institutes. 	<p>Teachers gain awareness of Balanced Literacy teaching strategies, implementation requirements and assessment practices in reading and writing.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed</p>	<p>September 2003 September 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers Attending</p> <p>Superintendents Principals</p>	<p>Professional Development</p>	<p>Achieved/ Planned</p>
<ul style="list-style-type: none"> Provide six days of training in the Early Reading Strategy for Teacher Leaders in each elementary school. 	<p>Information about The Ontario Early Reading Strategy is disseminated in schools.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	<p>September 2003 to March 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teacher Leaders in ea elementary school</p> <p>Superintendents Principals</p>	<p>Professional Development</p>	<p>Achieved/ Planned</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Organize and distribute set of picture books to address issue of non-fiction reading in Grade 3. 	Resources distributed to schools	September 2003	Supt, Curriculum & Accountability Language Arts Coord	Classroom Resource	Achieved
<ul style="list-style-type: none"> ▪ Provide professional literacy resources to help teachers develop an expertise in reading and writing instruction. 	Teachers begin to implement strategies explained in the professional resources.	September 2003	Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers	Teacher Resource	Achieved
<ul style="list-style-type: none"> ▪ Produce and distribute <i>Bloc Talk</i>- the Balanced Literacy newsletter that highlights exemplary practices in Balanced Literacy, updating teachers on new and effective strategies. 	<ul style="list-style-type: none"> ▪ Produce and distribute <i>Bloc Talk</i>- the Balanced Literacy newsletter that highlights exemplary practices in Balanced Literacy, updating teachers on new and effective strategies. 	March 2004	Supt, Curriculum & Accountability Language Arts Coord and Staff	Teacher Resource	Action to be taken
<ul style="list-style-type: none"> ▪ Implement a system of recording running records data on the Trillium system. 	Elementary schools input and assess running record data to plan for improvement of student performance in reading.	September 2003 - ongoing	Superintendents Principals Teachers Language Arts Coord and Staff	Teacher Resource	Achieved

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Continue to work with Research Department to analyze data in order to plan for improvement. ▪ Create Assessment Folders for tracking student data 	<p>Reports prepared and written for Board meetings</p>	<p>September 2003- June 2004</p> <p>September 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Research Department</p>	<p>Data Analysis Classroom Resources</p>	<p>Ongoing and in progress</p> <p>Awaiting approval</p>
<ul style="list-style-type: none"> ▪ Develop and provide an in-service on the Ontario Early Reading Strategy for Principals with focus on assessment, data analysis and components of an effective early reading program. 	<p>Principals and Teacher Leaders work as learning teams to implement an effective reading program. The Balanced Literacy Student Measures are used by the primary teachers to inform instruction in reading.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	<p>Fall 2003</p>	<p>Supt, Curriculum & Accountability Language Arts Coord Teacher Leaders</p> <p>Superintendents Principals</p>	<p>Professional Development</p>	<p>Completed</p>
<ul style="list-style-type: none"> ▪ Expand Fifth Block program into 97 schools 	<p>Fifth Block teachers hired and training begun to help implement effective Fifth Block program in the new schools</p>	<p>Fall 2003</p>	<p>Superintendents Language Arts Coord Principals Fifth Block Staff Fifth Block Teachers</p>	<p>Staffing</p>	<p>Completed</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Arrange and conduct Fifth Block class visits. 	<p>Fifth Block teachers visit other Fifth Block classrooms to share expertise and successful ideas in the area of reading and word study.</p>	<p>November 2003 – June 2004</p>	<p>Fifth Block Lead Teachers</p>	<p>Professional Development</p>	<p>Completed and ongoing</p>
<ul style="list-style-type: none"> ▪ Develop and conduct monthly meetings for Fifth Block teachers with emphasis on teaching strategies, student selection and implementation issues. 	<p>Classroom and Fifth Block teachers work in partnership to select, teach and support program participants. Key practices in Fifth Block are included in the regular classroom</p>	<p>January 2004 – January 2005</p>	<p>Fifth Block Lead Teachers</p>	<p>Professional Development</p>	<p>In progress</p>
<ul style="list-style-type: none"> ▪ In-service Fifth Block Principals on the selection and implementation process of Fifth Block . 	<p>Principals of Fifth Block schools understand and implement the process.</p>	<p>Spring 2004</p>	<p>Superintendents Language Arts Coord Principals Fifth Block Staff</p>	<p>Professional Development</p>	<p>Action to be taken</p>
<ul style="list-style-type: none"> ▪ Provide ongoing support at the local school level (for principals, teachers and parents) on Balanced Literacy, effective assessment practices in reading, writing and EQAO. 	<p>School communities receive support from Language Arts Staff on aspects of EQAO, Balanced Literacy and assessment.</p>	<p>January 2004- January 2005</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff</p>	<p>Professional Development Parent Support</p>	<p>In progress</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Train principals and teachers on target setting as defined by the Ontario Early Reading Strategy. 	<p>Targets established and submitted to the Board by principals and teachers in school for reading achievement.</p>	<p>February 2004</p>	<p>Supt. Curriculum & Accountability Principals, Teachers Research Department</p>	<p>Professional Development</p>	<p>Targets submitted</p>
<ul style="list-style-type: none"> ▪ Review language instruction in primary French Immersion classrooms with regards to implementation of Balanced Literacy. Review available French literacy resources. 	<p>Balanced Literacy Update for French Immersion sent to schools.</p>	<p>January 2004- January 2005</p>	<p>Curriculum and Accountability Staff in conjunction with the Language Arts Staff</p>	<p>Professional Development Classroom Resources</p>	<p>Awaiting approval</p>
<ul style="list-style-type: none"> ▪ Continue Professional Learning Centres to further enhance teacher capacity in the area of literacy. 	<p>Teachers visit the professional learning centres to further enhance their understanding of literacy and add to their professional repertoire of strategies for reading and writing instruction.</p>	<p>January 2004- January 2005</p>	<p>Superintendents Principals Language Arts Coord and Staff Teachers</p>	<p>Professional Development</p>	<p>Ongoing and in progress</p>
<ul style="list-style-type: none"> ▪ Review and purchase classroom resources in the area of non-fiction addressing the interest level among boys. 	<p>Appropriate classroom non-fiction resources and resources to address interest level among boys will be purchased and distributed.</p>	<p>Spring 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff</p>	<p>Classroom Resources</p>	<p>Central textbook and school bloc budget process</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> Develop and purchase novel kits for Grade 3 students involving revision of Literature Circles document. 	<p>Appropriate novels to address student interests will be purchased and distributed. Literature Circles document revised and distributed</p>	<p>September 2003</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff</p>	<p>Classroom Resources Curriculum Document</p>	<p>Achieved</p>
<ul style="list-style-type: none"> Continue with the Balanced Literacy International Languages program 	<p>International Languages Teachers use centrally developed program binders that reflect Balanced Literacy reading practices in delivery of curriculum. Ongoing assessment of data collected</p>	<p>January 2003- January 2004</p>	<p>Curriculum and Accountability Staff Research Department</p>	<p>Professional Development</p>	<p>Ongoing and in progress</p>
<ul style="list-style-type: none"> Revision of Balanced Literacy Handbook/Principals' Handbook to reflect changes of Early Reading Strategy 	<p>Completion of revision process and distribution to the system.</p>	<p>Summer 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff</p>	<p>Curriculum Resource</p>	<p>Awaiting approval</p>
<ul style="list-style-type: none"> Training of new Teacher Librarians and Library Technicians to include issue of literacy improvement of students and resources provided to teachers for implementation. 	<p>Training session completed and strategies implemented in schools. Ongoing monitoring by Principals and Superintendents to ensure implementation of effective literacy strategies</p>	<p>September 2003</p>	<p>Language Arts/Library Services Coord Teacher Librarians, Library Technicians Superintendents Principals</p>	<p>Professional Development</p>	<p>Completed</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
JUNIOR/INTERMEDIATE					
<ul style="list-style-type: none"> Provide an introductory training session for teachers new to the Junior or Intermediate divisions. 	<p>Teachers gain awareness of teaching strategies, implementation requirements and assessment practices for reading.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	September 2003/ September 2004	<p>Supt, Curriculum & Accountability Language Arts Coord and staff Teachers Attending</p> <p>Superintendents Principals</p>	Professional Development	Achieved/ Planned
<ul style="list-style-type: none"> Publish and train all teachers from Grades 4-8 on the curriculum resource: <i>Literacy in the Middle Grades: 4 to 8 – Writer’s Workshop and Diagnostic Testing</i> for Junior and Intermediate teachers to assist in writing instruction. 	<p>Teachers receive copies of the new resource document and begin to implement new strategies in their classrooms supported by Language Arts Resource Staff</p> <p>Principals and Field Superintendents attend training and monitor implementation of strategies addressed</p>	February 2004	<p>Supt, Curriculum & Accountability Language Arts Coord and staff Teachers</p> <p>Superintendents Principals</p>	Teacher Resource Professional Development	Achieved
<ul style="list-style-type: none"> Order and distribute a set of picture books for Junior/Intermediate teachers to support the teaching of the writing process. Provide writing folders for students to keep track of their writing process. 	<p>Picture books ordered and sent to schools. Teachers begin to use the picture books to teach and reinforce the reading comprehension strategies.</p> <p>Writing folders ordered</p>	<p>Spring 2004</p> <p>September 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and staff Teachers</p>	Classroom Resources	Awaiting approval

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> Provide Academy of Reading in-service at local schools as required. 	<p>Students use Academy of Reading software. Teachers gain awareness of the importance of software as a tool for developing reading skills.</p>	<p>January 2004- January 2005</p>	<p>Supt, Curriculum & Accountability Academic IT Coord Computer Itinerant Teachers</p>	<p>Classroom/School Resource</p>	<p>Ongoing and in progress</p>
<ul style="list-style-type: none"> Provide professional literacy resources to help teachers develop an expertise in reading and writing instruction. 	<p>Teachers implement strategies from these resources in their classrooms.</p>	<p>September 2003/Spring 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers</p>	<p>Teacher Resource</p>	<p>Achieved/ Planned</p>
<ul style="list-style-type: none"> Encourage Principals to purchase literacy resources and teacher manuals for Junior Grades. 	<p>Schools purchase materials i.e. anthologies and teacher resources.</p>	<p>January 2004- January 2005</p>	<p>Superintendents Language Arts Coord Principals</p>	<p>Student Resources</p>	<p>Ongoing and in progress</p>
<ul style="list-style-type: none"> Publish and distribute <i>In the Middle</i> newsletter. 	<p>Teachers gain awareness of exemplary practices in J/I Literacy and learn about effective strategies to use with their students to promote skills and positive attitudes in reading.</p>	<p>May/June 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff</p>	<p>Teacher Resource</p>	<p>Action to be taken</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> Develop and provide full-day workshops to focus on strategies that support the <i>Literacy in the Middle Grades: Writing Workshop and Diagnostic Testing</i> for Superintendents, Principals and VPs. 	<p>Principals and Vice-Principals are aware of the strategies involved with the implementation of <i>Literacy in the Middle Grades</i>.</p>	<p>Spring 2004</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Principals Vice-Principals</p>	<p>Professional Development</p>	<p>Action to be taken</p>
<ul style="list-style-type: none"> Provide ongoing support at the local school level (for principals, teachers and parents) on <i>Literacy in the Middle Grades</i>, effective assessment practices in reading, writing and EQAO using <i>Assessment of Student Achievement in Catholic Schools</i> binder 	<p>School communities will receive information and strategies on EQAO, Balanced Literacy and assessment.</p>	<p>January 2004- January 2005</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff</p>	<p>Professional Development Parent Support</p>	<p>Ongoing and in progress</p>
<ul style="list-style-type: none"> Organize a committee to develop the <i>Administrator's Handbook for Literacy in the Middle Grades</i>. 	<p><i>Administrator's Handbook for Literacy in the Middle Grades</i> is developed and distributed to principals</p>	<p>September 2004- September 2005</p>	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Principals</p>	<p>Professional Development/ Curriculum Resource</p>	<p>Action to be taken</p>

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Train elementary Teacher-Librarians and Library Technicians on the use of the novel kits and Literature Circles. 	<p>Teacher Librarians and Library Technicians are ware of the novel kits and the philosophy of literature circles.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed</p>	Spring 2004	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teacher Librarians Library Technicians</p> <p>Superintendents Principals</p>	Professional Development	Planned
<ul style="list-style-type: none"> ▪ Purchase non-fiction materials for Junior division to promote boys' literacy. 	Materials purchased and distributed to schools	September 2004	Supt, Curriculum & Accountability Language Arts Coord and Staff	Classroom Resource	Awaiting approval
<ul style="list-style-type: none"> ▪ Continue to offer <i>After School Literacy Modules for Grades 7 and 8.</i> 	Teachers receive copies of the resource document and implement new strategies in the classrooms	January 2004	Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers	Teacher Resource/ Student Program	Achieved
<ul style="list-style-type: none"> ▪ Continue to offer Summer School program in Literacy to Grade 7 and 8 students. 	Program delivered	Summer 2003/ Summer 2004	Continuing Education Department Language Arts Coord and Staff Summer School Teachers	Teacher Resource/ Student Program	Achieved
<ul style="list-style-type: none"> ▪ Provide training to Junior and Intermediate Teachers on Reader's Workshop/Cross Curricular Literacy 	<p>Training delivered. Teachers implement strategies in classrooms.</p> <p>Principals and Superintendents monitor implementation of new strategies in classroom environment.</p>	October 2003	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers</p> <p>Superintendents Principals</p>	Professional Development	Achieved

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Training of Administrators and Grade 7 and 8 teachers on the <i>Think Literacy Document</i> and the At-Risk Initiative of the Ministry of Education. 	<p>Training delivered. Teachers implement strategies in classrooms.</p> <p>Principals and Superintendents monitor implementation of new strategies in classroom environment.</p>	Spring 2004	<p>Supt, Curriculum & Accountability Language Arts Coord and Staff Teachers</p> <p>Superintendents Principals</p>	Professional Development	Planned
<ul style="list-style-type: none"> ▪ Begin implementation of Junior At-Risk Program (12 schools). 	Teachers selected and trained Program developed and begun	Fall 2003	Superintendents & Special Services Staff	Staff Professional Development	Achieved
SECONDARY					
<ul style="list-style-type: none"> ▪ Develop, publish and distribute revised curriculum resource: <i>Literature Circles</i> for Secondary teachers to assist in reading and address new Grade 10 novel kits. 	Teachers receive copies of the new resource document and begin to implement new strategies in the classrooms	September 2004	Supt, Curriculum & Accountability Language Arts Coord and Staff	Teacher Resources	Achieved
<ul style="list-style-type: none"> ▪ Develop and distribute novel kits for grade 10 classrooms to promote reading and use of Literature Circles. 	Schools receive novel kits. Teachers begin to use the materials in their classrooms.	September 2004	Supt, Curriculum & Accountability Language Arts Coord and Staff	Classroom Resources	Achieved

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> Restructure Secondary School Literacy Steering Committee into the At-Risk Expert Panel in Literacy 	Representation from both elementary and secondary panels join the committee	January 2004	Representation from both panels of Superintendents/ Principals/Teachers/ Curriculum and Accountability Staff members	Professional Development	Achieved
<ul style="list-style-type: none"> Continue to work with Secondary School Literacy Representatives Committee to promote implementation of initiatives at local secondary schools. 	<p>Local action plans for literacy created and implemented.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed</p>	January 2004- January 2005	<p>Supt, Curriculum & Accountability Language Arts Coord Secondary School Literacy Steering Committee Secondary School Literacy Representatives</p> <p>Superintendents Principals</p>	Professional Development	Ongoing and in progress
<ul style="list-style-type: none"> Use assessment data for Grade 9 students to encourage appropriate programming and preparation for OSSLT 	<p>Grade 9 students receive programs and preparation for OSSLT.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	September 2003/ September 2004	<p>Supt, Curriculum & Accountability Teachers Research Department</p> <p>Superintendents Principals</p>	Classroom Assessment	Ongoing and in progress
<ul style="list-style-type: none"> Provide training to grade 9 and 10 teachers on strategies to deal with At-Risk Students. 	<p>Teachers begin to implement new strategies in their classrooms.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	September 2003	<p>Supt, Curriculum & Accountability Language Arts Coord Teachers Attending</p> <p>Superintendents Principals</p>	Professional Development	Achieved

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> ▪ Publish curriculum resource <i>Preparing Students for the OSSLT: Modules for At-Risk Students</i> 	<p>Resource printed, distributed and in use by teachers in classrooms.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	September 2003	<p>Supt, Curriculum & Accountability Language Arts Coord Teachers</p> <p>Superintendents Principals</p>	Curriculum Document	Achieved
<ul style="list-style-type: none"> ▪ Publish curriculum resource <i>Literacy Learning Strategies – Module 2 for After-School Literacy Remediation</i> for students who have been unsuccessful on the OSSLT 	<p>Resource printed, distributed and in use by teachers in classrooms.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed.</p>	March 2004	<p>Supt, Curriculum & Accountability Language Arts Coord Teachers</p> <p>Superintendents Principals</p>	Curriculum Document	In progress
<ul style="list-style-type: none"> ▪ Provide training to teachers and administrators on new OSSLC course profile as an alternative to the OSSLT. 	<p>Teachers begin to implement new course profile in their classrooms.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed</p>	October 2003/ January 2004	<p>Supt, Curriculum & Accountability Language Arts Coord Teachers Attending</p> <p>Superintendents Principals</p>	Professional Development	Achieved
<ul style="list-style-type: none"> ▪ Provide training to teachers on new OSSLC assessment strategies through moderated marking sessions. 	<p>Teachers begin to implement new assessment strategies in their classrooms.</p> <p>Principals and Field Superintendents monitor implementation of strategies addressed</p>	November 2003/ February 2004	<p>Supt, Curriculum & Accountability Language Arts Coord Teachers Attending</p> <p>Superintendents Principals</p>	Professional Development	Achieved

Strategies	Indicators of Success	Time lines (begin/complete)	Responsibility for Action	Resources/Support	Progress Notes
<ul style="list-style-type: none"> Train Administrators and Grade 9 and 10 teachers on the <i>Think Literacy Document</i> and the At-Risk Initiative of the Ministry of Education. 	<p>Training delivered. Teachers implement strategies in classrooms.</p> <p>Principals and Superintendents monitor implementation of new strategies in classroom environment.</p>	Spring 2004	<p>Language Arts Staff Teachers</p> <p>Superintendents Principals</p>	Professional Development	Planned
<ul style="list-style-type: none"> Provide professional resources to each secondary school to help teachers develop expertise in reading and writing instruction. 	Teachers implement strategies from these resources in their classrooms.	Fall 2003	Supt, Curriculum & Accountability Language Arts Coord	School Resources	Achieved
<ul style="list-style-type: none"> Develop a partnership with Humber College for the development of writing expectations at the college level. 	College level writing expectations are developed in coordination with Humber College.	January 2004- January 2005	Supt, Curriculum & Accountability Language Arts Coord Teachers Humber college Staff	Professional Development	Ongoing and in process
<ul style="list-style-type: none"> Organize a Success for All Conference on the Ministry of Education At-Risk Strategy 	TCDSB Secondary Teachers and Administrators participate and begin to understand the new initiative	October 2003	Supt, Curriculum & Accountability Supt, Students At-Risk Curriculum & Accountability Staff	Professional Development	Achieved
<ul style="list-style-type: none"> Organize a training session on assessment and evaluation. 	TCDSB Secondary Teachers and Administrators participate and begin to understand the new initiative.	October 2003	Supt, Curriculum & Accountability Curriculum & Accountability Staff	Professional Development	Achieved

