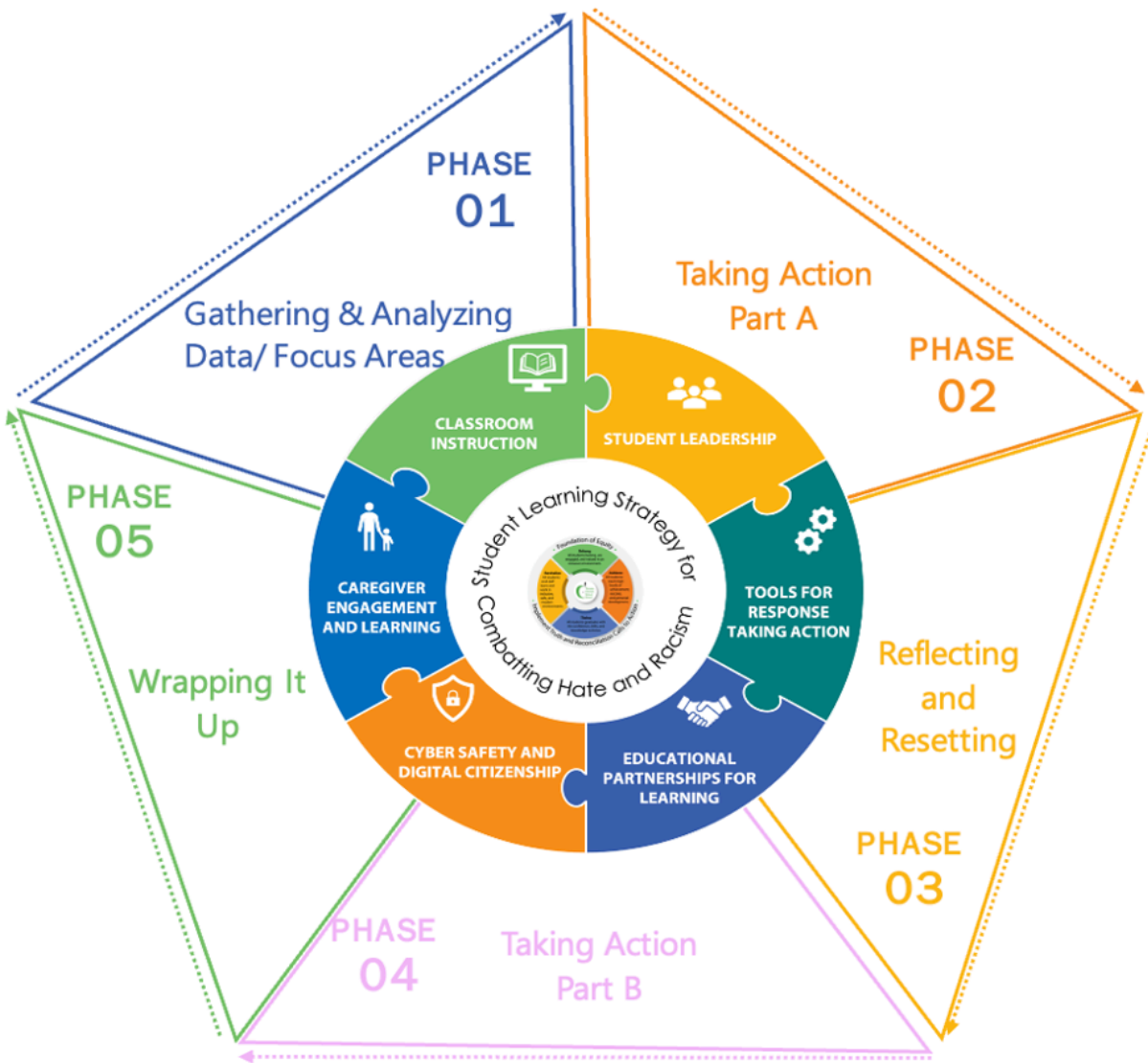
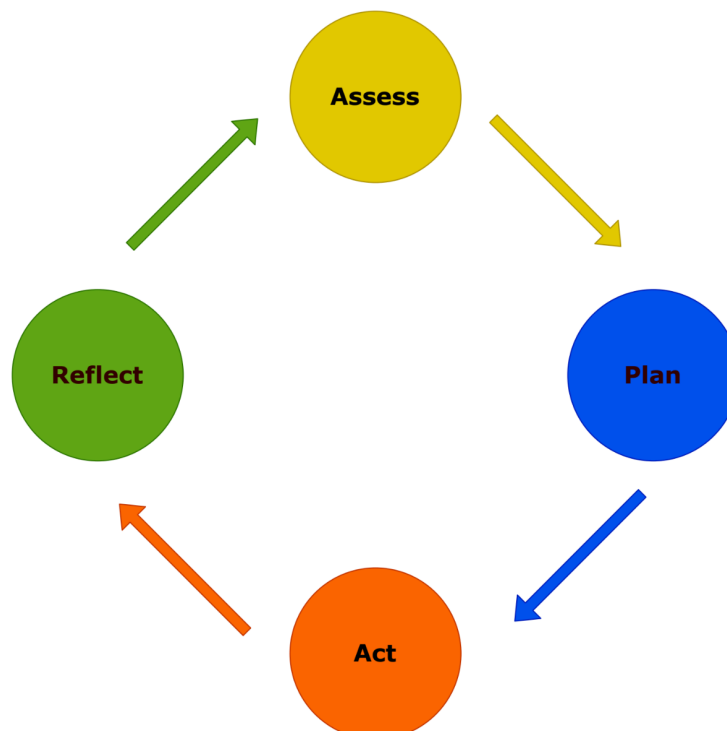


# TDSB 2024-25 School Improvement Planning Framework



Throughout each phase of the School Improvement Process, the framework below will help you engage in a **mini-cycle of continuous improvement** in each SIP phase.



<b>PRE-WORK</b>	<p><b>Setting up your SIP team</b></p> <ul style="list-style-type: none"> <li>• Who should be involved?</li> <li>• Students</li> <li>• Families</li> <li>• Staff <ul style="list-style-type: none"> <li>▪ How will you create the conditions for the team to work collaboratively?</li> <li>▪ When designing FOS Professional Learning/Meeting the focus should correspond with the framework.</li> </ul> </li> </ul>
<b>SEPTEMBER – EARLY OCTOBER</b>	<p><b>PHASE 01: Gathering and Analyzing Data Specific to Focus Areas</b></p> <p>Needs Assessment (data gathering, analysis, etc.)</p> <ul style="list-style-type: none"> <li>• Collaboration with staff students, and parents/community</li> <li>• Moving from system data analysis to local data gathering</li> <li>• Problem finding work/identifying issues within data gathered collaboratively including all SIP team members -leading to areas of improvement (focus related to SIP Action Plan)</li> </ul>
<b>EARLY OCTOBER – EARLY DECEMBER</b>	<p><b>PHASE 02: Taking Action (Part A)... through team-based collaboration, individual educator instructional and assessment practices</b></p> <ul style="list-style-type: none"> <li>• Taking Specific Actions – using the TDSB School Improvement Action Plans (what do we need to learn?) – create local professional learning plan, critical collaborative inquiry</li> <li>• Ongoing, planned classroom and team-based work on core areas</li> <li>• Gathering of monitoring formative assessment information or data e.g., Pedagogical documentation, student action research, student and parent focus groups/consultations, etc.</li> </ul>
<b>DECEMBER – LATE JANUARY</b>	<p><b>PHASE 03: Reflecting and Resetting... Reflecting- Resetting - Adjusting - Revising- Adopting areas of focus, core activities and actions</b></p> <ul style="list-style-type: none"> <li>• Team-based meetings, reflection and assessment of work</li> <li>• Use of critical friends and expertise e.g., FOS SO, colleagues, critical friends in the field, each other</li> <li>• What have we learned? How do we know we have learned it (what is our evidence and where is it documented)? What adjustments do we need to make in our collective actions?</li> </ul>
<b>FEBRUARY – APRIL</b>	<p><b>PHASE 04: Taking Action (Part B)... through team-based collaboration, instructional and assessment practices,</b></p> <ul style="list-style-type: none"> <li>• Taking Specific Actions - using the TDSB School Improvement Action Plans (what do we need to learn?) – review/refresh local professional learning plan</li> <li>• Ongoing, planned classroom and team-based work on core areas</li> <li>• Gathering of monitoring formative assessment information or data e.g., Pedagogical documentation, student action research, student and parent focus groups/consultations, etc.</li> </ul>
<b>MAY – JUNE</b>	<p><b>PHASE 05: Wrapping it up... Reflecting, assessing, evaluating, and planning for actions next year. The work in May/June sets the stage for the beginning of School Improvement Work in September</b></p> <ul style="list-style-type: none"> <li>• Reflection and data analysis – What have we learned? What do we need to do next as a result of that learning?</li> <li>• Team-based collaborative evaluation</li> <li>• Student and parent/community consultations</li> <li>• New learning, emergent problems and challenges, brainstorming ideas, consideration of data collection capacity (using both system and local data in the work)</li> </ul>

**School Improvement Visits:** School improvement visits should occur every 4 to 5 weeks (no longer than 5 weeks) and be in alignment with the SIP Phases

**Monitoring:** Pedagogical documentation by SOEs and school teams using the digital repository for curation.