York Region
DISTRICT SCHOOL BOARD

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Markham District High School
YORK REGION DISTRICT SCHOOL BOARD

School Improvement Plan for Student Achievement and Well-Being
2014-2015

School Context and Needs Assessment

During the 2013-2014 school year, MDHS teaching staff identified independent application of critical thinking (CT) strategies as an urgent student learning need.   This year, teacher co-learning about critical thinking pedagogy is focused by five theories of action – each supported by professional development work on Assessment for Learning.

Our school is also one of four YRDSB high schools participating in the Resiliency Pilot Project. Others in the project include 11 Elementary schools, York University, LDAYR, regional hospitals, and the York Region Police. The goals of this pilot project are to:

- Increase resilience and well-being in all students (especially those with Learning Disabilities and/or a Mild Intellectual Disability), and with staff by working collaboratively with our community partners
- Narrow the gap between students with a Learning Disability or Mild Intellectual Disability and the general population to reduce the number of suspensions and expulsions
- To build capacity and create a sustainable set of solutions that are transferable province-wide

This unique opportunity has allowed for staff training and professional dialogue on the role of mindfulness-based stress reduction, neuroscience, and growth mindset in promoting student and staff resiliency. Data collection and analysis on student resiliency (pre and post Resiliency Pilot Project interventions) is being guided centrally by project organizers.

Based on the performance of MDHS students in the EQAO assessments/OSSLT, report cards, among others) the following literacy and numeracy program areas have been identified as requiring intentional focus over the next two years:

- Grade 9 applied mathematics
- Literacy achievement in Grade 9 and 10 Applied programming
- Supporting sub-groups of students with special education needs/exceptionalities

There is a need to build teacher capacity in their understanding and use of:

- assistive technology as an integral part of teaching and learning (through established methods and through new Google applications)
- intentional implementation of IEPs across grade/subjects (implementing effective instructional and environmental accommodations, in addition to assessment accommodations)

Learning and Teaching – Theories of Action

Challenge of Practice – Our students can answer knowledge-based questions based on recall of factual information. Some students struggle with independently applying critical thinking processes to open-ended problems. Therefore, through differentiated professional learning, we need to develop our understanding of:

1. Questioning techniques that support critical thinking (CT)
2. Pedagogy in applied classrooms to support conditions for critical thinking
3. Formative Assessment of critical thinking
4. Critical thinking processes
5. Growth mindset and its connection to risk-taking needed for critical thinking

TA1 – QUESTIONING TECHNIQUES FOR CT	TA2 – CT IN THE APPLIED CLASSROOM	TA3 – FORMATIVE ASSESSMENT FOR CT	TA4 – CRITICAL THINKING PROCESSES	TA5 – GR. MINDSET, RISK-TAKING & CT
IF teachers improve questioning techniques to "push" students' thinking, and, IF students develop an understanding of the importance of questioning as a fundamental CT skill (through formative practice with timely and specific feedback), **THEN, students will develop their confidence to independently apply critical thinking skills more often and student achievement will go up.**	**IF teachers collaboratively identify and use instructional practices (and formative assessments) that address student interest, mindset, and persistent learning difficulties of students in Applied-level courses, and IF teachers co-develop student-friendly real-world tasks that inspire Critical Thinking, THEN, we will increase student engagement and perseverance for improved outcomes.**	**IF teachers collaborate to improve formative assessment practices and tools that generate effective descriptive feedback on students' Critical Thinking, and IF teachers show students how to use feedback from formative assessments** (ie. to assess progress on open-ended problems and make improvements before evaluation), **then student achievement will increase – along with student "buy-in" of formative assessment practices.**	**IF teachers design tasks that require students to apply critical thinking (CT) processes, and IF teachers model CT processes using exemplars, and IF students have multiple opportunities to practice CT processes with formative descriptive feedback, THEN, students will be able to apply critical thinking processes to open ended problems.**	**IF teachers explicitly teach the growth mindset to students which values risk-taking, effort, and mistakes as important components of new learning, and IF teachers maintain a growth mindset lens when facilitating learning or providing descriptive feedback, THEN students will feel safe to engage in, and persevere at, CT processes that challenge them.**

Strategy, Plans and Actions (universal to all "Learning and Teaching" Theories of Action):

- Teachers increase use of assessment for learning (AFL) strategies – with an emphasis on formative assessment/descriptive feedback that addresses partial learning, points out strengths, and offers specific information to guide improvement while students still have time to act upon it. Subject Heads deepen understanding of AFL through book study and dialogue connected to Classroom Assessment for Student Learning (Chappuis, Stiggens, Chappuis, and Arter) to support department members. Multi-stakeholder revision of A, E, & C MDHS Policy to highlight significance of formative assessment.
- Instructional practice is differentiated in ways that encourage more students to engage in critical thinking; Instructional practice includes effective accommodations for ELL students and those with IEP's

TA1 – Strategy, Plans and Actions::	TA2 – Strategy, Plans and Actions:	TA3 – Strategy, Plans and Actions:	TA4 – Strategy, Plans and Actions:	TA5 – Strategy, Plans and Actions:
*Teachers and EAs will personalize and adapt TA1 professional learning for their classrooms and engage in professional dialogue regarding process and progress (effective resources, unintentional outcomes, successes and challenges) with TA1 co-learners at intervals TBD	*Examine COPs (conversations,… products), achievement data, learner profiles, and IEP information for students in Applied Courses *Develop student friendly focus- group questions on how to improve instruction, engagement and classroom experiences for students in Applied Courses; then, conduct focus groups with students in Applied courses, students who take both Applied and Academic courses, Gr. 11/12 students in College Courses (alternatively, TA2 can use student generated questions from 2014 Markham Speaks Up) *Purposeful and collaborative planning to identify instructional approaches which differentiate instruction and assessment in ways that improve academic, social, and attitudinal outcomes for	*Teachers and EAs will personalize and adapt TA3 professional learning for their classrooms and engage in professional dialogue regarding process and progress (effective resources, unintentional outcomes, successes and challenges) with TA3 co-learners at intervals TBD **Math Specific Strategy**: *embed practice assessment questions into mathematics lessons (deconstruct answers with students); Implement a simulated mid-year EQAO test for grade 9 students; Implement, promote and refer students to the after school numeracy program which uses a high ratio of formative assessment (to direct instruction and showcase benefits of formative assessment to students)	*Teachers and EAs will personalize and adapt TA4 professional learning for their classrooms and engage in professional dialogue regarding process and progress (effective resources, unintentional outcomes, successes and challenges) with TA4 co-learners at intervals TBD	* growth mindset themes explicitly used throughout learning processes and assessment cycle; outside of classes counseling/coaching by Guidance, Student Success, administration, teachers, peer mentors, coaches, etc. use growth mindset themes and examples *Provide students opportunities to hear guest speakers (or workshops, videos of speakers) who address GM themes and encourage academic risk taking for promoting critical thinking student groups incorporate GM themes into co-curricular activities – peer mentors, SAC, SAA,…) *student and staff have shared texts to reference (articles, anchor charts, video centering on growth mindedness, embracing challenge, taking risks, etc.)

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	students in applied courses; co-planned tasks allow for critical thinking and high levels of engagement. A short-list of effective instructional, environmental and assessment strategies will be generated. *Peer mentors support learning and growth mindset activities in 9 Applied Math classes class from March – June, along with personalized mentoring for mindset			
Resources (specific to TA1): * tc2.ca *Adolescent Literacy Guide (Ont. Min of Ed.) *EduGAINS *Resources from Critical Thinking A Network *TEDTalks (ie. Mayer – "Math Class Needs a Makeover") **Professional Learning:** Teachers and EAs will personalize and adapt TA1 professional learning for their classrooms and engage in professional dialogue regarding process and progress (effective resources, unintentional outcomes, successes and challenges) with TA1 co-learners at intervals TBD	**Resources (specific to TA2):** *Adolescent Literacy Guide (Ont. Min. of Ed.) *Learning for All (Ont., Min. of Ed.) *Education for All (Ont., Min. of Ed.) *LD Waterfall *EduGAINS * "Choosing Courses for High School: Achievement Gaps, Informed Decision Making, and Inequality" (monograph, P4E) *Literacy/Digital Literacy Teachers/SERTs **Professional Learning:** *Curriculum & Instructional Services supported job-embedded co-learning on adolescent literacy development in Applied Programs (Co-work - Literacy Teacher & self-selected teachers of Applied Courses) *Dialogue with math department heads and special education heads in schools with high level of achievement in applied math (to track effective practices used in their applied program; request site visits) *Student Services Consultant, LDAYR, and SERTS, support teachers/EAs working on TA2 team to deepen understanding of the emotional and academic needs of students with learning exceptionalities; they will demonstrate current instructional practices that support implementation of IEP accommodations *Student success teacher network meetings will provide PD, resources , and planning time	**Resources (specific to TA3):** *Learning for All (Ont. Min. of Ed.) *EduGAINS *BWW Formative Assessment materials *"A Frame for Effective Instruction in Mathematics: Promoting Student Achievement and Well-being" YRDSB document *Anne Davies AFL materials *Critical Thinking A Network **Professional Learning:** *Teachers and EAs will personalize and adapt TA3 professional learning for their classrooms and engage in professional dialogue regarding process and progress (effective resources, unintentional outcomes, successes and challenges) with TA3 co-learners at intervals TBD	**Resources (specific to TA4) :** *ProCon.Org *tc2.ca Critical Literacy (monograph, LNS Capacity Building Series) *Critical Thinking A Network **Professional Learning:** *Teachers and EAs will personalize and adapt TA4 professional learning for their classrooms and engage in professional dialogue regarding process and progress (effective resources, unintentional outcomes, successes and challenges) with TA4 co-learners at intervals TBD *Consultant (Lisa Mulraine) to offer PD on tweaking existing assignments to enhance opportunities for CT + how to evaluate CT (will be offered to Subject Heads and members of TA4)	**Resources (specific to TA4):** *BWW Growth Mindset (GM) Materials: GM Webinar & Resource Guide, GM Powerpoint, & GM Self-Assessment tools *Curriculum & PC4LW Consultants *TEDTalks (ie. Dweck – "The Power of Yet") *Various artifacts highlighting strategies and benefits of growth mindset (on-line studies, monographs, articles, anchor charts, video, webinars, Dweck, Duckworth, Yeager, Visser, etc) *Mindset: The New Psychology of Success (Dweck, 2006) *Mindsets in the Classroom: Building a Culture of Success (Ricci, 2013) **Professional Learning:** *create PD/co-learning opportunities for teaching and non-teaching staff to develop approaches for fostering a growth mindset in their classroom or work space (ie. being explicit about neuroscience of growth mindset – new and challenging learning of a rich CT task creates stronger brain/neural pathways) *Dialogue with another school (PETHS) which has been exploring the connection between GM and CT about practices they are implementing and resources that have furthered their work with GM and risk-taking *Explore and adapt Limestone District School Board Growth Mindset & Math Assessment Tools (featured at Quest 2014)

Resources and related Professional Learning (universal to all "Learning and Teaching" Theories of Action)

All teaching staff : "Stiggin's Seven", The Critical Thinking Consortium - TC² (handouts & foundational material), "Quick Flip Questions for the Revised Bloom's Taxonomy" waterfall

Subject Heads /School Leadership Team: "Classroom Assessment For Learning: Doing it Right – Using it Well" (Chappuis, Stiggins, Chappuis, & Arter, 2012), "How to give Effective Feedback to Your Students" (Brookhart, 2008)

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Targets and Monitoring – TA1: *Use teachassist data to isolate thinking/understanding achievement chart data pre-intervention and post intervention.	**Targets and Monitoring – TA2:** *Analysis of data (comparison of scores/data with other schools, in-class achievement, results on specific questions on previous year's EQAO test, achievement vs. motivation, achievement on grade 9 assessments) *Gr. 9 EQAO data (improvement to Applied Course achievement level attained and improvement in attitudinal data: Students in Applied Courses at L3 and L4 2012-2013 – 24% 2013-2014 – 33% **2014-2015 – 48% (statistically derived target)** *<u>Double</u> number of students self-reporting positive attitudes about math. Students self-reports in 2013-2014 data in 2014-2015 data: "I like mathematics" from 15% to 30%; "I am good at mathematics from 17% to 35%" Report Card data (Nov 2014 vs. June 2015) *Gr. 10 OSSLT results improve for students in Applied English. 2013-2014 – 77% **2014-2015 – 78% (statistically derived target)**	**Targets and Monitoring – TA3 :** *monitoring report card marks (distribution of achievement levels – compare November results (pre-focused use of interventions) with April and June. *use of marker student data (Conversations, Observations, and Products)	**Targets and Monitoring – TA4:** *Use teachassist data to isolate thinking/understanding achievement chart data pre-intervention and post intervention.	**Targets and Monitoring –TA5:** *Teachers measure via academic achievement data of entire class or of marker students deemed to have fixed mindset (through pre/post intervention assessment tool or through Conversations, Observations and Products) *Comparison of classroom climate for risk-taking, achievement results on CT tasks, and student's sense of efficacy before and after adoption of growth mindset strategies (could use exit cards, conversation, adaptation of existing mindset surveys)

Targets and Monitoring (universal to all "Learning and Teaching" Theories of Action):
*examine failure rates and L1 achievement and at the end of each reporting period – implement credit salvaging or prepare credit recovery material.
*monitor mark distribution /credit accumulation at the end each reporting period (by grade appropriate benchmarks 8+, 16+, 23+)
*raise 2014-2015 OSSLT Results for students with Learning Disabilities from 72% (2013-2014) to **76% (statistically derived target);** raise our 2014-2014 OSSLT results for all First Time Eligible students to 95%
*self- assessments (staff) throughout the year

Environment, Engagement, and Well-Being

Theory of Action: If we are intentional in our learning and co-work to support student and staff mental health and well-being by,

(1) **Promoting a growth mindset**
(2) **Instilling hope and positive possible selves**
(3) **Teaching self-compassion, self-advocacy**
(4) **Creating mindfulness (awareness of emotions) as a strategy to address stress in students, staff, and communities**
(5) **Developing self-regulation, problem solving and appropriate goal setting**

Then, students and staff members will become more actively engaged, resilient, self-regulatory, and caring citizens who positively impact our school community.

Strategy, Plans and Actions:

Resiliency Pilot Project (Grade 7-9 Focus) - Fully implement the Resiliency Pilot Project (RPP) through ongoing dialogue and co-work with elementary partner schools (Legacy, Wm. Armstrong, and Reesor) and wider advisory committee to align mindfulness curriculum delivery, instructional strategies, and content. We will also identify strategies and resources that develop growth mindset and mindful practices that support a more caring, less stressful school environment for students and staff. The goals of the RPP are to:

- Increase resilience and well-being in all students, (especially those with Learning Disabilities and/or a Mild Intellectual Disability) and with staff by working collaboratively with our community partners
- Narrow the gap between students with a Learning Disability or Mild Intellectual Disability and the general population to reduce the number of suspensions and expulsions
- To build capacity and create a sustainable set of solutions that are transferable province-wide

Resiliency, Mental Health/Wellbeing Work (Grades 10 – 12):
Explore curricular and co-curricular opportunities to sustain mindfulness work and teach students and staff how to recognize and address stress and anxiety

1. New (2015-2016) course to sustain student leadership in resiliency/mindfulness transitions work: "The Way of Wellness: Focusing on the Positive" (IDC 3O1- Guidance) – promote course to students currently in Grades 9 -11 who would like to learn how to manage their own stress and become more resilient - eventually helping others to do the same.
2. Co-plan "Be Resilient" - Mental health/well being workshop day for grade 11 students with staff, students and community partners
3. Develop Mindfulness Ambassador Councils (using Mindfulness without Borders lessons) – 30 staff and students learn together.   Peer Mentors, SAC, and SAA leaders to be included.

Staff:
Provide ongoing information about Resiliency Pilot Project with experiential learning for teachers/EAs staff (intro to basic mindfulness practice)
MindUP training for most teachers/EAs
LDAYR and Mindfulness Without Borders training
Safe Talk training for staff (carry over from 2013-2014)
Create school wide calendar of summative tasks throughout the year (carry over from 2013-2014)
Provide supplementary wellness activities to support staff well being (e.g. Mindfulness Ambassador Council, yoga, walking club)

Anti-Bullying Work:
ESP continues leadership role anti-bullying work with mental health lens
RespectEd training for students and staff (train the trainer)
Increase student awareness of Report It and Crime Stoppers and Kids Help Phone
Explicit training with community partners on topics such as bullying, sexting and hate crimes (whole grade presentations and workshops)

Resources:	Professional Learning:
MindUP (organization, website, and curriculum) Resiliency Pilot Project Advisory Committee YRDSB Social Work and Psych. Services LDAYR Dr. Cooperman & MSH CAMH, Compass, Kinark, Blue Hills, Kids Help Phone, Yellow Brick House, Addiction Services - YR In School Team YRDSB Public Health ATLAS York Regional Police Student Support Centre PC4LW, Student Success, & Guidance consultants COMPASS Growth Mindset Work: *BWW Growth Mindset (GM) Materials: GM Webinar & Resource Guide, GM Powerpoint, & GM Self-Assessment tools *Curriculum & PC4LW Consultants *TEDTalks (ie. Dweck – "The Power of Yet") *Various artifacts highlighting strategies and benefits of growth mindset (on-line studies, monographs, articles, anchor charts, video, webinars, Dweck, Duckworth, Yeager, Visser, etc) *Mindset: The New Psychology of Success (Dweck, 2006) *Mindsets in the Classroom: Building a Culture of Success (Ricci, 2013) Environment: Safe and Caring Schools material on BWW CPI Training Threat Assessment Healthy Schools and Workplaces Framework PC4L committee ESP club	MDHS + Elementary partners to do 4Cs work on curriculum embedded opportunities (needed to extend MindUP activities for Grade 9 using The Hawn Foundation to support) February PA Day (AM) Theo Koffler – Mindfulness without Borders (AM) all teachers, office staff, and caretakers (PM) – support Advisory Committee – invite partners to meet at MDHS Safe Talk training (carried over from 2013-2014 SIP) Request YRDSB staff to unpack "Supporting Minds" resource to inform teachers about possible classroom-level supports for students with mental health issues YRDSB Psychological Services Symposium Co-learning on <u>growth mindset</u> (needed for RPP), emotional intelligence and restorative approaches in the classroom

Targets and Monitoring:
Pre and Post Student Survey (TBD)
Student COPs – conversations, observations, and products
Markham Speaks Up (student voice data)
Staff feedback data (ongoing) to gauge comfort level with work, COPs – to gauge impact

Equity and Inclusivity

Theory of Action: **If we take opportunities to expand our learning about poverty and,**

• **examine our own beliefs, language stereotypes, and assumptions about low socio economic status (SES) students,**

• **acknowledge and validate how socio-economic circumstances impact students,**

Then, we will be able to identify and develop practices that:

• **meet individual needs,**

• **eliminate barriers,**

• **create a sense of belonging,**

For a more identity safe, welcoming, and inclusive school and workplace environment.

Strategy, Plans and Actions:

- **Deepen work to identify and eradicate barriers because of SES**
- PC4LW develops a theory of action that can improve equity of outcomes for low SES students (addressing the connection between the opportunity gap and the achievement gap)
- Expand from co-curricular social justice work to inclusive, social justice informed curriculum development, practices, and course content: Pilot HSE 3E1 or IDC 3O1 - "Social Justice through Hip Hop, Rap and Reggae"
- Offer staff SES-ism PD – suggested topics: "Reaching and Teaching Students in Poverty " (focus on Paul Gorski's work), "What Classism may look like in the Classroom/School", "Teaching with an Inclusive/ Anti-Oppression lens"

Socio Economic Status (SES-ism) at MDHS is Identified as **urgent** Equity Work because of: • Disclosure • Observation • Home school communication • Amount of food being used through Student Nutrition Program (SNP) • Frequency of students needing to access school supplies (available in Student Support Center) • Student participation levels in extra curricular activities/sports	**Challenges** • "hidden issue" / Privacy for disclosing (visibility management due to shame) • Deficit lens (and resulting narrowing of academic pathways) • Having students who are economically more comfortable understand the implications of SES-ism at MDHS • Buy in from co-curricular clubs (and staff) planning events (ie. prom, trips,…); • Staff awareness of their subtle actions and language and the impact of them (challenging SES stereotypes) • "the assignment is on the Moodle" – assumption of consistent technology access • Sustainability of SNP • Charging for printing • Bus transportation cost and route frequency • Maintaining a focus on social justice, not charity

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Resources:	**Professional Learning:**
• Student Support Center (Informal counselling, basic school supplies available without question, food available throughout the day) • ISCS Dept (Liaisons) • Food Grant –Student Nutrition Program –Coordinated by York Region Food For Learning • Engaged staff supporting connections to community resources and opportunities (SMP, CanTYD,…) • Aramark cafeteria vouchers • Donated goods/supplies (staff, students, community) and Maple's Closet (formal wear) • Student clubs: ie. ESP – fundraising for co-curricular involvement for peers (ie. student athletic bursary) • On-going staff advocacy about reality of economic disparities at MDHS with SAC and staff members • "Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap" (Gorski, 2013) • www.EdChange.org	• Equity Symposium /Equity Designate Training (Fall 2014) • Poverty and SES-ism Training (Fall 2014) • Site-based PD for staff and Student leadership groups (ESP, GSA, SAC, SAA, Healthy School, Peer Mentors,…) co-planned with ISCS &/or PC4LW Consultant • Small Group Book Study: "Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap" (Gorski, 2013) • Guided review of SES-ism materials on BWW: Pedagogy of Engagement Article Poverty Stereotypes Five Stereotypes - Washington Post Gregory Carbis on Poverty Video

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Targets and Monitoring:

- Student Support Center – anonymous tracking of access to service connected to SES issues
- Student Nutrition Program data
- Food voucher data tracking (office) – track February, 2015
- Focus groups (Markham Speaks Up) – provide anecdotal data and student voice

Building Leadership Capacity and Succession Planning

Theory of Action: **If teachers/non-teaching staff are made aware of,**

- **the systemic issue of succession planning**
- **foundational leadership documents and materials such as the Ontario Leadership Framework that outline educational leadership "look fors"**
- **leadership pathways, models, and entry-points explored through committee work and site-based professional development**

then, greater interest and participation in school and district-level leadership opportunities will occur.

School Strategy, Plans and Actions:

• regularly and intentionally <u>highlight YRDSB and non-YRDSB leadership PD opportunities</u> in the staff bulletin and meetings – following up with personal invitations and encouragement to attend (made not just by administration and subject heads/managers but through lateral "tapping" as well)

• <u>inspire current and future leaders to see their own potential pathway</u> to successfully pursue any of the different formal leadership roles available throughout the system. Done ideally through Centre for Leadership and Learning (CLL) co-planned, site-based workshop(s) offered at MDHS (supplement key messages with print and digital stories showing the need for succession planning school and through inspirational stories of educational leaders who have made a difference – moral purpose of getting involved in educational leadership)

• Innovate to broaden current mentoring strategy beyond NTIP teachers to offer <u>experienced teachers lateral coaching opportunities within the school and within the Board</u> (ie. job-shadowing subject head or administrator at another school)

• <u>focus on the renewal of school-level committees</u> such as PC4LW, Graduation, Transitions, Staff/Subject Meeting planning and facilitation, which provide opportunities to grow teacher/staff comfort-level with risk-taking in leadership roles. Make explicit the significance of school-based or district-level committee work for demonstrating leadership experience needed to successfully interview for new teaching positions, graduate studies, subject headships, literacy/student success/guidance roles, consultant positions, and administration. Recognize that "Leadership in Learning Communities" is a part of teacher performance appraisal. Emphasize the importance of increasing the number of staff who lead/"give back" to the school's community of learners through active participation on school committees (the 20%/80% rule causes burn-out and limits leadership capacity building). Offer release time for committee volunteers to access important training in coaching or facilitation to build capacity and comfort-level when requested.

•experienced staff advisors and coaches invite, mentor and collaborate with those interested in leadership of co-curricular activities and events; staff interested in supporting or leading curricular or co-curricular activities/projects take personal initiative, seek relevant supports, and look for opportunities for collaboration with other committees/staff.

•intentional work on establishing a climate that is encouraging, nurturing, and appreciative of staff members who may be interested in pursuing formal leadership – fostering a growth mindset about assuming leadership roles.

Resources:	Professional Learning:
• Ontario Leadership Strategy (OLS) - Ministry of Education	• Coaching/Job-Shadowing
• Ontario Leadership Framework (OLF) - School Level Leadership	• Regional online or in-person workshops; school-based workshop - ie. workshop co-planned with MDHS staff representatives and CLL staff support
• **Role-specific material (ie. revised process for Positions of Responsibility such as interview/reference requirements, revised documents on the Role of the Department Head, etc.)**	• Role-specific and/or job-embedded training opportunities (ie. "Having Difficult Conversations" or "Facilitation" for subject heads or those aspiring to be subject heads, special project leadership opportunities)
• Connect2Learn	• Aspiring Leader (internship-type) Programs
• Self-Assessment Tools/ALP/ Performance Appraisal Processes	
• CLL Leadership Development staff/Student Services & Curriculum consultants/PC4LW & ISCS Consultants	
• Networks/Committees (school, East Area, or YRDSB-wide)	

Targets and Monitoring:

By June 2015, the following objectives will be realized:

• Provincial, Board, and school-based leadership strategies will be communicated to all staff

• increased participation in professional learning programs connected to leadership (a baseline would need to be established)

• increased on-going participation and leadership in school-based committees (such as Graduation, Transitions, and PC4LW)