

# Toronto District School Board

## Policy P.038 CUR: **Achieving Excellence in Reading, Writing and Mathematics**

### Statement

The Toronto District School Board affirms:

- Its belief that all students can learn; and that high expectations must be set for all students;
- Its commitment to and support for achieving excellence in literacy and numeracy;
- Its belief that excellent early literacy experiences in school enhance a child's success;
- Its commitment to ongoing staff development;
- Its commitment to continue to communicate with parents and the broader community about curriculum expectations for students, assessment practices, the purposes of assessment, and achievement standards and results;
- Its commitment to encourage students, parents and teachers to consider the Grade 3 assessment data as **one** of many pieces of information available in evaluating student achievement;
- Its commitment to support schools in implementing their action plans based on the identified strengths and weaknesses in their students' results;
- Its commitment to the Toronto District School Board's Foundation Statements on Literacy, Mathematics and Accountability for Student Achievement as the basis for system-wide and school-based improvement in literacy and mathematics;
- Its commitment to continue the collaboration among the Academic Accountability, Instruction, and Student and Community Services departments to improve student learning.

**Note:** See also policies P.003 CUR: Literacy Foundation and P.004 CUR: Mathematics Foundation.

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**Adoption Date:** February 24, 1999  
**Review Date:**

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## **Administrative Procedure**

### **General**

To improve student learning, the Toronto District School Board will:

1. Support supervisory officers as they work with their families of schools to improve school results;
2. Support principals in their role as curriculum and instructional leaders;
3. Support schools in setting goals, and developing and implementing School Action Plans in reading, writing, and mathematics;
4. Establish ongoing communication between resource staff and schools to support effective practices in literacy and in mathematics;
5. Plan programs which address effective strategies in the teaching of reading, writing, and mathematics;
6. Use of rich assessment activities and exemplars of quality work including the materials from the Integrated Assessment Instruction and Reporting Project (AIR) and the Ministry Exemplars Project to help inform instruction and improve student achievement;
7. Continue to implement *The Ontario Curriculum Language, Grades 1-8; The Ontario Curriculum Mathematics, Grades 1-8; The Kindergarten Program* and *The Provincial Report Card*;
8. Provide models of and support for teachers in using a wide range of assessment and evaluation strategies which provide students with opportunities to demonstrate their learning;
9. Identify and track effective teaching practices and programs and use the information to improve instruction in all schools;
10. Provide current information and strategies in both literacy and mathematics to help teachers address gender differences in attitude, motivation and performance;
11. Continue to develop strategies for working effectively to meet the individual needs of all students with a specific focus on ESL/ESD students and students with special needs.

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### Literacy

To improve student learning in reading and writing, the Toronto District School Board will:

1. Identify early literacy programs and approaches that will receive support from the Toronto District School board;
2. Support supervisory officers as they work with their families of schools to improve school results;
3. Support principals in their role as curriculum and instructional leaders;
4. Continue to identify and support early intervention programs that address the needs of children in Kindergarten and Grade 1;
5. Support schools in setting goals and developing and implementing School Action Plans in literacy;
6. Continue to support the implementation of the *First Steps* literacy framework;
7. Ensure that schools review and adjust as necessary the time allocation for literacy so that there is sufficient time dedicated to implement a Balanced Literacy Program;
8. Review literacy resources to provide a balance of fiction, non-fiction, ESL, multimedia. and multicultural materials that will address the needs of our diverse student population;
9. Strengthen the partnership between home and school to support literacy learning;
10. Plan programs that address effective, focused instructional practices and assessment approaches for literacy;
11. Provide in-service on a range of assessment strategies that will link assessment and instruction and lead to improved learning;
12. Provide in-service on effective, focused instructional strategies that address higher-order thinking skill.

### Mathematics

To improve student learning in mathematics, the Toronto District School Board will:

1. Support supervisory officers as they work with their families of schools to improve school results;
2. Support principals in their role as curriculum and instructional leaders;
3. Support schools in setting goals and developing and implementing School Action Plans in mathematics;

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4. Provide all teachers with professional development opportunities to learn and practice a wide range of effective assessment and evaluation strategies;
5. Ensure that schools review and adjust as necessary the time allocation for mathematics so that the knowledge and skills in all five strands of mathematics are addressed;
6. Plan programs that address effective focussed instructional practices and assessment approaches for Mathematics;
7. Strengthen the partnership between home and school to support mathematics learning;
8. Continue to provide workshops that review the sequential and cumulative nature of the provincial mathematics expectations in *The Ontario Curriculum Mathematics, Grade 1-8* so that students receive a balanced mathematics program;
9. Provide in-service on new content areas in the five strands of mathematics and on effective instructional approaches;
10. Strengthen the emphasis on problem solving and communication of mathematical ideas to help address and extend students' knowledge and understanding of mathematics;
11. Assist schools in identifying and utilizing the appropriate mathematics resources such as concrete materials, computer technology and software, and teachers' guides to address diverse student needs.