School Plan for Continuous Improvement 2013-2014

<u>Student Achievement – Mathematics</u>

Needs Assessment	School Findings	
	Historical Data	EQAO Grade 9 Applied Results

	08-09	09-10	10-11	11-12	12-13
% Level 3 & 4	42	35	52	44	54
Pass Rate	95	91	93	96	98

SUBJECT	GRADE	COURSE TYPE	Pass rate 2008/09	Pass rate 2009/10	Pass rate 2010/11	Pass rate 2011/12	Pass rate 2012/13
Math	9	Applied	83	80	83	85	91
Math	10	Applied	79	80	80	85	76
			% Level 3 & 4 2008/09	% Level 3 & 4 2009/10	% Level 3 & 4 2010/11	% Level 3 & 4 2011/12	% Level 3 & 4 2012/13
Math	9	Applied	29	27	47	35	47
Math	10	Applied	31	42	32	35	30

	In-Year Data	Grade 10 applied results (percent of students passing the course and percent achieving Level 3 or 4) have decreased from the previous year.
	Perceptual Data	Students may be placed inappropriately from their previous math course. If they achieve a Level 1 in MFM1P, they are not adequately prepared to be successful in MFM2P.

SMART Goal	Students in grade 10 applied mathematics classes will improve pass rates by 5%, from 76% to 81%, and the percentage of students achieving Level 3 or 4 will increase from 30% to 35%. Pass rates and Level 3 and 4 achievement rates for grade 9 applied classes will be maintained.

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Evidence-Based Instructional Strategies	Evidence of Progress (consider: 'at the school, in the classroom and student desk')	Timelines	Responsibilities
- Identify student appropriate level placement through a diagnostic assessment and communicate with parents early in the semester if student is "misplaced" - GRASS method of problem solving in all MFM1P and MFM2P classes (adopted from science) - Modeling problem solving development and design to enhance understanding of problem solving techniques	- Students will experience more success on formative and summative assessments throughout the semester/year - Pass rates will improve and percent of student achieving Level 3 or 4 will increase	Diagnostic – beginning of semester Check in – midterm reports Final data – end of semester reports	Math teachers

Resources	Diagnostic assessment, midterm and final report card data

Professional Learning	GRASS Problem solving method training for new teachers?

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Student Achievement – Literacy

Needs Assessment	School Findings	
	Historical Data	School findings: EQAO Literacy Success Rates _(see table below)_ Previous three year trend data highlights a significant decrease in success rates in our OSSLT success in Applied Classes. The most recent results show some improvement. _(see table below)_
	In-Year Data	• Results of SSSSI diagnostic, literacy mapping assessment
	Perceptual Data	Reading comprehension and inferencing are areas in need of improvement for our students, especially those taking applied English.

EQAO Literacy Success Rates

	2007	2008	2009	2010	2011	2012*	2013
All Students	79	82	78	81	73	75	80
Academic	92 (117/127)	99 (95/96)	96 (106/110)	96 (99/103)	95 (108 /114)	96 (92/96)	98 (94/96)
Applied	55 (41/75)	61 (48/79)	61 (45/75)	68 (46/68)	46 (32/72)	40 (23/58)	44 (22/50)
LDCC	0 (0/5)	17 (1/6)	0 (0/14)	0 (0/11)	27 (3 /11)	0 (0/2)	N/R

SUBJECT	GRADE	COURSE TYPE	Pass rate 2008/09	Pass rate 2009/10	Pass rate 2010/11	Pass/>60 rate 2011/12	Pass/>60 rate 2012/13
English	9	Applied	83	80	88.2	90 / 66	98/90
English	10	Applied	79	80	93.3	90 / 82	84/62
Cdn St. (Geo)	9	Applied	29	27	85	81 / 59	76/55
Cdn St. (Hist)	10	Applied	31	42	87	87 / 67	88/65

SMART Goal	The pass rate (students achieving Level 3 or 4) on the OSSLT for students taking applied English will improve by 10%. Student achieving Level 3 or 4 in ENG1P and 2P will increase to 70%.

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Evidence-Based Instructional Strategies	Evidence of Progress (consider: 'at the school, in the classroom and student desk')	Timelines	Responsibilities
- Descriptive feedback as a focus of our SSSSI project - Use a variety of graphic organizers and direction instruction of skills to assist students to decode information from reading in their particular subject area - Modeling and scaffolding strategies to identify what type of question is being presented on the OSSLT so that students recognize the type and can apply the appropriate skills	- Increased performance at Levels 3 and 4 in overall pass rates on midterm and final report cards - Improvement in OSSLT success rates for students in applied classes - Students will demonstrate improved skill with correctly identifying question types and applying appropriate skill set	Analyze data at midterm and end of each semester	Teachers of grade 9 and 10 applied core courses in English and CWS. SSSSI team

Resources	OSSLT prep materials, Literacy Mapping diagnostic, Don't Panic booklet

Professional Learning	Training for staff related to EBIS and scoring the OSSLT (moderated marking).

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Student Achievement – Assessment/SEF

Needs Assessment	School Findings								
	Historical Data	Credit Accum Gr 9 %	06/07	07/08	08/09	09/10	10/11	11/12	12/13
		8 or more Credits	73	81	79	78	69	86	83
		6 or 7 credits	16	10	11	14	18	21	8
		5 or less	11	9	10	8	13	7	9
		59							
		Credit Accum Gr 10%	06/07	07/08	08/09	09/10	10/11	11/12	12/13
		16 or more credits	61	59	71	64	69	72	73
		14 or 15 credits	18	19	12	17	20	11	10
		13 or less credits	21	22	17	19	11	14	17
		8/8 credit accumulation decreased by 3% from the previous year while 16/16 rate increased by 1%. This is likely due to more emphasis on our credit recovery program and increased tracking of students at-risk coming out of grade 9.							
	In-Year Data								
	Perceptual Data	Student behaviours and accountability along with poor attendance and perception of lack of parental support from at-risk students continue to be a challenge.							

SMART Goal	Student credit accumulation in grade 9 & 10 will improve by 3 % from the 2012/13 data by the end of the school year.

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Evidence-Based Instructional Strategies	Evidence of Progress (consider: 'at the school, in the classroom and student desk')	Timelines	Responsibilities
- Identify and monitor at risk students who require additional support for credit accumulation. - Continue to maintain and develop success strategies, team meetings, referrals, workshops, Student Success Room etc. to support student learning - Continue to refine Learning Goals for each course and each unit of study on the Course Outline through semester 1. - Consistently communicate learning goals and success criteria that are expressed in a language which is meaningful to students (SEF) - Use descriptive feedback throughout formative and summative assessment to improve student achievement.	- Improved credit Accumulation - Classroom teachers and school team making consistent contact with students and parents about student success. - Numbers participating voluntarily and referred to resources will increase and number of incomplete assignments will decrease. This should lead to improved student engagement in terms of attendance and reduction in inappropriate or off-task behaviours. - Every course will have a course outline that is compliant in terms of clearly articulated learning goals and assessments at the beginning of semester. In some cases teachers may build units as go. In those cases the teachers will add the learning goals and assessments pages to the binder as the course progresses. - Report card feedback reflects the refinement of learning goals - Evidence of more specific learning goals on course outlines based on overall expectations	Throughout year – will review progress at team meetings Expect that at the beginning of each semester we will have a complete set of course outlines. Staff will participate in board and school level training.	Student Success teacher and admin will track report card data and use interventions to support student improvement in classes. Will look for ways to increase participation and access to Student Success support room. All Staff will develop and improve on course outlines specifically wither respect to clear goals and assessments being articulated for students

Resources	*Growing Success,* Board Policy SO-20

Professional Learning	Assessment for Learning Project, additional workshops provided by GEDSB

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Learning Environment

Needs Assessment	School Findings	The School does not have a consolidated and well-articulated code of conduct. Perceptual Data: - staff observe challenges with students following school dress code. - vandalism in school washrooms and other areas has been a problem
	Climate Survey Findings (2011-12)	61% of students identified that they feel uncomfortable based on how they look. 30.6% of Students disagreed with the statement that they have never been bullied at school 66.6% of students identified other students making racial inappropriate comments sometimes or always

SMART Goal	The SCS school community will develop and implement a new code of conduct that identifies appropriate behaviour for all members (students, staff, parents, visitors).

High Yield Strategies / Actions	Evidence of Progress (consider: 'at the school, in the classroom and student desk')	Timelines	Responsibilities
• A committee with representatives from all groups will convene to develop an SCS Code of Conduct • Establish a Safe Schools Committee • Review and implement the Board's Progressive Discipline Policy consistently throughout the school • Create visuals for classrooms, hallways, and other appropriate areas re. Code of Conduct	• All school community members will be aware of the Code of Conduct and expectations • Progressive discipline will be consistently administered by all staff • Incidents of disrespectful behaviour will decrease	Committees will convene asap to begin the process of developing the Code of Conduct with goal of implementation at start of semester 2. Visuals will follow as soon as possible. Progressive Discipline PD will happen at upcoming staff meeting when resources are available.	Code of Conduct committee Administration - set up committee, PD All staff – progressive discipline

Resources	Human: volunteers for committees Material: Codes of Conduct from other schools as reference, posters for visual cues, staff and student handbooks

Professional Learning	Progressive Discipline re-training for all staff, Code of Conduct PD when ready to implement.

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Parent Engagement

Needs Assessment	School Findings	We know that barriers exist for "uninvolved" parents. We want to determine what those barriers are and come up with ways to bring parents into the school or engage them in their child's education in some other way.			
	Climate Survey Findings	2010/11 & 2011/12 Climate survey findings:			

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
My Family cares if I do well in School	6.4% & 2.2%	5.9% & 3.9%	16.7% & 14.9%	70.9% & 79%
I have Friends at this school	7.4% & 4.1%	5.0% & 3.7%	17.6% & 13.8%	70.1% &78.5%
I have support for learning at home	9.3% &4.1%	12.7% & 7.5%	24.8% & 23.0%	53.2% & 65.4%
I feel like I belong at this school	11.3% & 9.5%	10.3% & 10.8%	28.5% & 30.4%	49.9% & 49.3%
My teachers care about me	8.9% & 8.9%	13.3% & 10.3%	38.3% & 42.6%	39.4% & 38.2%
Teachers Talk to me about my interests and things that are important to me	13.2% & 8.1%	16.8% & 17.1%	34.6% & 37.1%	35.4% & 37.7%

SMART Goal	To increase the connection between school and home through increased participation of parents at events like parent's night and Parent's council. In addition, to increase the interaction between home and school through our website and other communication tools (i.e. post cards).

High Yield Strategies / Actions	Evidence of Progress (consider: 'at the school, in the classroom and student desk')	Timelines	Responsibilities
• Update our school website so that parents and students have up-to-date information about activities and events in and around the school • Teacher website development and promotion • Post cards to recognize students for various achievements • School dinner/fundraiser/silent auction (by donation so that accessible to all) • Increase interior school signage and create more welcoming environment at main entrance points • Showcase/Open House (free)	• Parents and students will visit the website regularly and attend events • Increased communication between school and home • Significant attendance at dinner, showcase • Parents and visitors will feel more welcome and comfortable navigating the building	Website and signage asap Dinner – plan over fall/winter to hold event in spring 2014 Showcase/open house – in 2014/15?	Website – Alison, Lisa and Marilyn (for now) All staff

Resources	Human: staff, parent council, community members Material: post cards, postage, website, community donations

Professional Learning	