



GECCDSB School Improvement Plan for Student Achievement K to 12 – SMART GOAL Summary

Comprehensive Needs Assessment	Needs Assessment and Analysis of Evidence	<p><u>Student Achievement:</u> Credit accumulation data, for the 2010-2011 school year is listed below:</p> <ul style="list-style-type: none"> • Ninety one percent (91%) of Grade 9 students achieved 8 or more credits • Eighty one percent (81%) of Grade 10 students achieved 16 or more credits • Sixty nine percent (69%) of Grade 11 students achieved 24 or more credits • Ninety three percent (93%) of Grade 12 students achieved 30 or more credits <p><u>Perceptual:</u> There is a general agreement among teachers, Guidance Counselors, Department Heads, Learning Support Teacher, Student Success Teacher and administration regarding credit accumulation data. As students transition from Grade 10 Applied and Academic courses to Grade 11 College and University courses, course expectations and workload are heavier, resulting in a reduction in the number of credits earned by students. This pattern has been evident for more than four years.</p> <p><u>Board Improvement Plan</u> Not available at this time.</p> <p><u>Previous Year's School Improvement Plan</u> By June 2011, a 3% improvement in credit accumulation for students at all grade levels. Final credit accumulation data for 2009-2010 school year is listed below:</p> <ul style="list-style-type: none"> • Eighty six percent (86%) of Grade 9 students achieved 8 or more credits • Eighty one percent (81%) of Grade 10 students achieved 16 or more credits • Sixty seven percent (67%) of Grade 11 students achieved 24 or more credits • Ninety one percent (91%) of Grade 12 students achieved 30 or more credits
	SEF Indicators and Evidence	<p><u>SEF Gap Analysis</u> Credit accumulation data from the past four years (2008-2011) show that Gr. 11 students consistently earn fewer credits than students in Grades 9, 10 and 12.</p> <p><u>SEF K to 12 Indicator</u> 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p><u>At the School</u></p> <ul style="list-style-type: none"> • Data is used to identify achievement gaps and to determine goals for school-wide improvement. • The student achievement focus is clearly communicated to the school community in a variety of ways. • Professional learning focuses on continuous improvement of teaching practice. <p><u>In the Classroom</u></p> <ul style="list-style-type: none"> • Ambitious yet realistic goals are set and regularly reviewed for every student. • Ongoing monitoring and moderation of student work informs instruction to ensure that each student learns, progresses and achieves. <p><u>Students</u></p> <ul style="list-style-type: none"> • Demonstrate and apply their learning in a variety of contexts and forms.



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SMART Goal #1: By June 2012, a 3% improvement in credit accumulation for students at all grade levels.

Planning, Design and Implementation Strategies	Targeted, Evidence-Based Strategies	Action Step #1
		Credit accumulation data from the Progress Report Card (October/March) and Provincial Mid-Term Report Card (November/April) will be gathered, analyzed and shared with teachers at Department Head and staff meetings. This data will be compared to the credit accumulation data from the Provincial Final Report Card (February/June). It is expected that as students progress through the semester, the failure rate will decline and more students will earn credits toward their Ontario Secondary School Diploma.
	Resources:	Progress Report Card, Provincial Mid-Term Report Card and Provincial Final Report Card results for each semester will be gathered using Trevlac and Compass for Success. Data will be generated regarding the number of students with marks in the 20%, 30%, 40% and beyond.
	Professional Learning	Staff have participated in three Ministry Professional Development Days regarding student learning and achievement, "Learning for All" (February 2009), "Reaching Every Student" (September 2009) and "Reaching Every Student Through Growing Success" (November 2010).
Monitoring Strategies	Progress Monitoring	Teachers will monitor student progress throughout the semester, communicate with parents/guardians and provide appropriate supports and interventions to improve student learning and achievement (Action Step #2).
	Responsibility	School administration will be responsible for gathering, analyzing and sharing credit accumulation data at staff meetings, Department Head meetings and School Advisory Council meetings.
	Evaluation Cycle	Credit Accumulation data will be collected during Progress Report Card and Provincial Mid-Term Report Card periods. This data will then be compared to the Provincial Final Report Card results at the end of the semester, or year (i.e. pass/fail rate).
Planning, Design and Implementation Strategies	Targeted, Evidence-Based Strategies	Action Step #2
		Following a review of Credit Accumulation data (i.e. Progress Report Card or Provincial Mid-Term Report Card), all teachers will identify students in their classes who are "at risk" of failing the course. They will provide appropriate remediation in the classroom through Gradual Release of Responsibility, Differentiated Instruction, Universal Design for Learning, and the use of high yield instructional strategies. Teachers will adopt the theme "Save one Student" (or more) for each class they teach.
	Resources:	School-wide anchor charts on "Graphic Organizers" (Barrie Bennett, 2006) and "The Writing Process" (Angela Peery, 2009) were created with input from staff. In September (2011), the anchor charts were posted in all classrooms for students and staff use.

	<p>Professional Learning</p>	<p>All teachers are encouraged to meet with our Instructional Coach, Department Heads, Teacher Program Consultants to learn more about Gradual Release of Responsibility, Differentiated Instruction, Universal Design for Learning, and the use of high yield instructional strategies.</p> <p>In June 2010, our PLC Team facilitated a book review by John Barell (2003) <u>Developing More Curious Minds</u>, Association for Supervision and Curriculum Development. The book explores the importance of developing “critical thinking skills” in students. All staff received a copy of the book to read, reflect and improve their teaching practice.</p> <p>In June 2010, all Department Heads, selected teachers, and members of our PLC team were provided with a copy of the book by Dr. Barrie Bennett (2006) <u>Graphic Intelligence</u>, University of Toronto. The book introduces teachers to high yield instructional strategies (i.e. graphic organizers) and provides a number of samples created by students.</p> <p>From October 2010 – May 2011, twenty-one staff members participated in a three part Professional Learning Series with Dr. Barrie Bennett based on his book <u>Graphic Intelligence</u> (2006). Dr. Barrie Bennett believes that meeting the needs of a diverse student population requires an extensive instructional repertoire that should be integrated in multiple ways to facilitate the differentiation of instruction. This professional learning series focused on a variety of high yield instructional strategies (i.e. graphic organizers) that teachers can use to improve student achievement and engagement for all learners.</p> <p>In April-May 2011, Department Heads, D.I. Team, and members of the PLC Team were provided with a copy of the book <u>Writing Matters in Every Classroom</u>, by Angela Peery (2009) - The Leadership and Learning Center. The book explores the benefits of non-fiction writing by stating that it, “raises student achievement in all subject areas.” (p.17). It further makes the distinction between writing-to-learn and learning-to-write strategies (p. 20-21).</p> <p>In June 2011, all teachers at Sandwich Secondary were engaged in a Non-Fiction Writing Professional Development session led by our Teacher Program Consultants. The Professional Development Session was based on the book <u>Writing Matters in Every Classroom</u>, by Angela Peery (2009).</p> <p>In September 2011, staff engaged in a Professional Learning Session on the Ministry's <u>Growing Success Document</u> (2010) with a focus on learning goals, success criteria and descriptive feedback to improve student achievement. The Professional Learning Session was facilitated by School Administration, selected teachers and Teacher Program Consultants.</p>
Monitoring Strategies	<p>Progress Monitoring</p>	<p>Teachers will monitor student progress throughout the semester, communicate with parents/guardians and provide appropriate supports and interventions to improve student learning and achievement.</p> <p>Our school at-risk team (ie. Guidance Counselors, Learning Support Teacher, Student Success Teacher, Credit Recovery Teacher) will monitor the hard-to-serve students and work with teachers, parents/guardians and administration to ensure success.</p>
	<p>Responsibility</p>	<p>Teachers will provide appropriate classroom supports, interventions and assistance to improve student learning and achievement (ie. morning, lunch or after school tutoring, homework clubs)</p> <p>Teachers will communicate student achievement with parents/guardians throughout the semester.</p> <p>Learning Support Teacher will work with teachers to ensure student accommodations are in place according to their Individualized Education Plan (ie. additional time, support, use of assistive technology).</p> <p>Student Success Teacher will provide supports and monitor the progress of Student Success Clients.</p>

		School Administration will work through Department Heads to provide assistance, resources and supports to teachers.
	Evaluation Cycle	Credit Accumulation data will be collected during Progress Report Card and Provincial Mid-Term Report Card periods. Provincial Final Report Card results will be used to monitor progress and determine goals for the following semester and/or school year (i.e. pass/fail rate).

Planning, Design and Implementation Strategies	Targeted, Evidence-Based Strategies	Action Step #3
		Additional learning opportunities will be made available to students “at-risk” of failing a course and for those students who have failed a course. For students “at-risk” of failing a course, a Credit Rescue Program will be offered a week before the end of each semester. This program will allow students the opportunity to complete and submit material that was missed throughout the year (i.e. assignments, projects, Final Summative Evaluation). For students who failed a course, Summer School, Night School and E-Learning opportunities will be made available, provided that students meet the admission criteria. Students in Gr. 9 and 10 who failed a course may be eligible to participate in our Credit Recovery Program. For students who continue to be unsuccessful in earning credits toward their Ontario Secondary School Diploma, alternative learning opportunities will be made available (ie. Directions Alternative Program, Supervised Alternative Learning – Work, Vocational Secondary School, Public Alternative Secondary School, Re-Connect Program, Ontario Public Service Program).
	Resources:	Application packages for students who qualify for the following GECSB programs: Summer School, Night School, E-Learning, Directions Alternative Program, Supervised Alternative Learning – Work, Vocational School, Public Alternative Secondary School, Re-Connect Program, Ontario Public Service Program.
	Professional Learning	Not Applicable.

Monitoring Strategies	Progress Monitoring	Teachers will monitor student progress throughout the semester, communicate with parents/guardians and provide appropriate supports and interventions to improve student learning and achievement.
	Responsibility	Teachers will identify students who would benefit from a Credit Rescue Program. Teachers will identify Gr. 9 and 10 students who would benefit from our Credit Recovery Program and submit the appropriate paper work to our Student Success Teacher. Guidance Counselors will share Summer School, Night School and E-learning opportunities with students, parents/guardians. Guidance Counselors meet with students, and upon parent/guardian permission, will make appropriate timetable changes (ie. Switch from Academic to Applied courses or to Locally Developed Courses). School Administration will work with Guidance Counselors, Learning Support Teacher, Student Success Teacher, students, parents/guardians to seek alternative learning opportunities for students (ie. Directions Alternative Program, Supervised Alternative Learning – Work, Vocational School, Public Alternative Secondary School, Re-Connect Program, Ontario Public Service Program).

**Evaluation
Cycle**

Credit Accumulation data will be collected during Progress Report Card and Provincial Mid-Term Report Card periods. Provincial Final Report Card results will be used to monitor progress and determine goals for the following semester and/or school year (i.e. pass/fail rates).