



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> Over the past 2 years (2009-2011), our First Time Eligible Academic Students scored 95% on the Ontario Secondary School Literacy Test.</p> <p>Over the past 2 years (2009-2011), our First Time Eligible Applied Students scored between 64% and 67% on the Ontario Secondary School Literacy Test.</p> <p><u>Perceptual Data</u> There is a general agreement among staff that our students reading and writing skills have declined over the past few years. Greater emphasis on reading and writing skills in all subject areas is required for continued improvement on the Ontario Secondary School Literacy Test.</p> <p>There is also a significant gap between the achievement of our academic and applied level students on the Ontario Secondary School Literacy Test. We must continue to provide additional time, resources and support to teachers of applied level students.</p> <p><u>Board Improvement Plan</u> By June 2012, a 9% increase in the success of First Time Eligible Students taking Applied English from 61% to 70% on the Ontario Secondary School Literacy Test (OSSLT).</p> <p><u>Previous School Improvement Plan</u> By June 2011, a 5% increase in the success of First Time Eligible Students from 88% to 93% on the Ontario Secondary School Literacy Test (OSSLT).</p> <p>By June 2011, a 5% increase in the success of Previously Eligible Students from 61% to 66% on the Ontario Secondary School Literacy Test (OSSLT).</p>
	SEF Indicators and Evidence	<p><u>SEF Gap Analysis</u> Student achievement on the 2010-2011 Ontario Secondary School Literacy Test was fairly consistent in both reading and writing skills. In reading skills our students scored 85% on explicit understanding, 89% on drawing inferences and 90% on making connections. In writing skills our students scored 85% on developing the main idea, organization and topic development and 87% on writing conventions.</p> <p><u>SEF K to 12 Indicator</u> 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p><u>At the School</u></p> <ul style="list-style-type: none"> • Data is analyzed to identify gaps in literacy and numeracy achievement and to determine goals for school-wide improvement. • Comprehensive literacy and numeracy programs support student achievement through use of current Ontario curriculum and associated resource documents. <p><u>In the Classroom</u></p> <ul style="list-style-type: none"> • Instructional practices are strategically used to meet the diverse learning needs of students. • Instruction is scaffolded (e.g. the gradual release of responsibility – modeled, shared and guided teaching-learning processes) to enable students to confidently and independently demonstrate the intended learning.

- Instruction in every subject area supports students in organizing and expressing their thoughts, reflecting on a widening range of perspectives and learning how to communicate effectively for specific purposes and audiences.

Students

- Produce a wide variety of texts for different purposes and audiences.
- Retell, summarize and synthesize in order to understand what they read and hear.
- Use critical literacy skills to think more deeply about the texts they read (situations and problems) and the texts they create (interpretations and solutions).



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

SMART Goal #1:

By June 2012, a 3% increase in the success of First Time Eligible Academic Students from 95% to 98% on the Ontario Secondary School Literacy Test (OSSLT).

By June 2012, a 3% increase in the success of First Time Eligible Applied Students from 67% to 70% on the Ontario Secondary School Literacy Test (OSSLT).

		Action Step #1
Planning, Design and Implementation Strategies	Targeted, Evidence-Based Strategies	<p>To ensure that students have an opportunity to read a variety of texts, a school wide silent reading program was developed (ERBAS – Everybody Reads Books at Sandwich). Each week, 20 minutes of instructional time is set aside so that students have the opportunity to read their favorite book, magazine, novel, comic book, graphic novel, or local newspaper. Staff may also assign subject specific reading during this time. Staff and school administration also participate in the silent reading program as models for students.</p> <p>In addition to silent reading, oral reading, guided reading, Think-Aloud and Think-Pair-Share is encouraged in all subject areas during regular instructional time.</p>
	Resources:	<p>Students generally bring in their own reading material purchased from book stores. Some students take the opportunity to sign out reading materials from our school library.</p> <p>Many teachers have created their own class libraries that include an assortment of books, magazines, articles for students to read. Some articles and magazines are subject-specific (i.e. Canadian Geographic, Scientific American, Discovery, Sports Illustrated).</p>
	Professional Learning	<p>Our Instructional Coach will work with teachers to help students read with purpose. Debriefing strategies will also be shared to consolidate reading sessions. The Instructional Coach will suggest instructional strategies that promote explicit and implicit understanding along with making connections with text.</p>
Monitoring Strategies	Progress Monitoring	<p>Teachers will monitor their own classes to ensure that all students are engaged in our silent reading program and other reading opportunities (i.e. oral reading, guided reading). Think-Aloud and Think-Pair-Share are encouraged in classroom discussions.</p> <p>School Administration will monitor reading programs and thinking activities during informal classroom visits (ie. walk-about) and formal visits such as the Teacher Performance Appraisal process.</p>
	Responsibility	<p>School administration is responsible for establishing the timelines for our ERBAS program. Generally, our ERBAS program begins in October and ends in May. To ensure consistency, the 20 minutes of silent reading is distributed evenly through four periods each month.</p> <p>Teachers are responsible for incorporating oral reading, guided reading, Think-Aloud and Think-Pair-Share during regular instructional time.</p>
	Evaluation Cycle	<p>School administration with the assistance of Department Heads and our Instructional Coach will review the success of our ERBAS Silent Reading program at the end of the year. Areas for improvement will be noted and included the following year.</p>
P		Action Step #2

<p>Targeted, Evidence-Based Strategies</p>	<p>To ensure that students have many opportunities to produce a wide variety of texts for different purposes and audiences, and to do so in each of their classes, a non-fiction writing program was introduced based on the book <u>Writing Matters in Every Classroom</u>, by Angela Peery (2009) - The Leadership and Learning Center.</p> <p>Along with non-fiction writing, students participate in a paragraph writing program. Paragraph writing can be informational, instructional, an opinion piece or a summary of a reading. In general, students are responsible for developing their ideas, organization, and topic development while using appropriate writing conventions.</p>
<p>Resources:</p>	<p>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> <p>The "hamburger method" explaining the structure of paragraph development was distributed to staff at the beginning of the school year. By extension, the "hamburger method" can be applied to essay writing.</p>
<p>Professional Learning</p>	<p>Teachers are encouraged to meet with our Instructional Coach, Department Head and Teacher Program Consultants to develop and expand non-fiction writing as well as paragraph and essay writing opportunities for students.</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>

		<p>From October 2011 to January 2012, eight staff members will participate in a three part Professional Learning Session on Visible Learning. The purpose of this initiative is to determine which explicit teaching strategy (ie. Cornell Notes, Paraphrase Passport and Graphic Organizers) would increase student comprehension of non-fiction writing.</p>
Monitoring Strategies	<p>Progress Monitoring</p>	<p>Teachers will monitor the use and development of graphic organizers, non-fiction writing, paragraph writing and the writing process.</p> <p>School Administration will review samples of student graphic organizers, non-fiction writing, paragraphs and writing products during informal classroom visits (ie. walk-about) and formal visits such as the Teacher Performance Appraisal process.</p>
	<p>Responsibility</p>	<p>Teachers are responsible for implementing graphic organizers, paragraph-writing and the writing process and providing descriptive feedback to students in a timely manner. It is expected that students engage in non-fiction writing activities throughout the week (i.e. individual assignment, group work, homework, graphic organizers, unit test etc.).</p> <p>Department Heads, DI Team, PLC Team and Instructional Coach will assist teachers with the implementation of graphic organizers, non-fiction writing, paragraph writing program and the writing process as needed.</p> <p>Eight staff will incorporate Cornell Notes, Paraphrase Passport and Graphic Organizers in their classroom. Upon completion of these instructional strategies, they will survey their students to determine the most effective strategy to increase comprehension of non-fiction writing.</p>
	<p>Evaluation Cycle</p>	<p>School administration, with the assistance of Department Heads, D.I. Team, PLC Team and our Instructional Coach will review the success of our graphic organizer, non-fiction writing, paragraph writing and writing process at the end of the year. Areas for improvement will be noted and included the following year.</p>
Planning, Design and Implementation Strategies	<p>Targeted, Evidence-Based Strategies</p>	<p style="text-align: center;">Action Step #3</p> <p>A wide variety of resources, consistent with the reading and writing goals and expectations of the Ontario Secondary School Literacy Test, will be distributed to staff to prepare their students.</p> <p>Students enrolled in Gr. 9 Applied or Academic English will be provided with sample materials and tips on how to write the Ontario Secondary School Literacy Test.</p> <p>Students enrolled in Gr. 10 Applied English will be provided with an OSSLT workbook to complete during their course.</p> <p>Students enrolled in Gr. 10 Academic English will be provided with sample OSSLT booklets to complete at the discretion of the teacher.</p> <p>Ten or more “at-risk” students will be identified and provided specific reading/writing interventions to improve their chances of success on the Ontario Secondary School Literacy Test.</p> <p>One month prior to the Ontario Secondary School Literacy Test, a meeting will be held with all Gr. 10 teachers regarding the goals and expectations of the OSSLT. Each teacher will be provided with an answer sheet and a sample booklet for each student in their class. Each week students will complete a portion of their booklet (reading/multiple choice or writing activity). Using the answer sheet as a guide, Gr. 10 teachers will correct student responses and provide feedback to students regarding strategies for improvement.</p>

		All teachers will structure their FSE/Exam according to the reading and writing expectations of the Ontario Secondary School Literacy Test (ie. multiple choice, short answer with explanation, paragraph and essay).
	Resources:	<u>The Ontario Secondary School Literacy Test Workbook 2nd Edition (2008)</u> , Treehouse Press. <u>Ontario Secondary School Literacy Tests</u> (sample booklet), Education Quality and Accountability Office
	Professional Learning	Our Instructional Coach, English Department Head and Teacher Program Consultants are available to assist staff in the area of explicit and implicit instruction. In October 2011, seven teachers participated in a moderation session of the OSSLT. Students “at-risk” of failing the OSSLT participated in a pre-test and were identified as potential candidates for intervention.
Monitoring Strategies	Progress Monitoring	Gr. 9 and 10 English teachers are responsible for monitoring their use of OSSLT resource materials. School Administration will monitor the use of OSSLT resource materials during informal classroom visits (ie. walk-about) and formal visits such as the Teacher Performance Appraisal process.
	Responsibility	English Department Head, Instructional Coach and Gr. 10 teachers will be responsible for implementing strategies to teach explicit and implicit instruction and providing descriptive feedback to students in a timely manner. Our Student Success Teacher and an English teacher will provide specific interventions to “at-risk” students to improve their chances of passing the OSSLT. English Department Head and School Administration will be responsible for setting up the month long OSSLT review. Department Heads and School Administration will be responsible for reviewing FSE/Final Exam to ensure consistency with the reading and writing expectations of the Ontario Secondary School Literacy Test (ie. multiple choice, short answer with explanation, paragraph and essay). The Learning Support Teacher will ensure that students receive the appropriate accommodations as per their Individualized Education Plan (i.e. additional time, support, use of assistive technology).
	Evaluation Cycle	Upon receipt of our school OSSLT results from the Education Quality and Accountability Office, school administration with the assistance of Department Heads and Instructional Coach will review the data and make appropriate plans for improvement for the following year.