



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

**SMART Goal #1:** By June 2012, an increase in the overall success on the OSSLT by 5% by reducing the number of failures for the Previously Eligible students.

### Needs Assessment and Analysis of Evidence

#### Student Achievement

When examining the:

- 2010 – 2011 OSSLT scores show that the success rate of FTE Boys increased from 73% to 81% and FTE girls fell from 96% to 91%.
- 2010-2011 OSSLT scores also show that only 64% of PE students were successful.
- Of all of the unsuccessful students, (35 out of 211), 20 (57%) of them scored just below (score = 290 or 295) the provincial standard on the OSSLT.

#### Instructional Practice

- In the 2010 – 2011 school year, we formed a committee that worked with classroom teachers to deliver focused interventions for students identified as at risk for failing the OSSLT.
- The LST and SST are working proactively to identify at-risk students to give them more focused coaching and practice prior to the OSSLT test date.
- A Practice OSSLT was administered to all students, our Literacy Committee marked and commented on each student's practice test, focused remediation was developed for students based on their individual needs, and further coaching and practice was given to these at-risk students before the actual test day.
- Continue to monitor students known to be at risk of failing the OSSLT.
- Use C4S data to help us to flag students in Grade 9 who may be at risk the following year.

#### Demographic

- We have noticed a significant concern in the general overall ability of our present Grade 10 students and our present Grade 9 students with respect to reading and writing. This was based on Grade 3 and 6 data (for our Grade 9's) and on Grade 9 performance last year.

#### What are our key student learning needs and priorities?

EDHS students seemed to struggle mostly with Implicit Understanding (R2) questions where they were far below the Board and Provincial average. They also struggled with Using Conventions (W3) but seemed strong at Explicit Understanding (R1) questions.

#### What part of the curriculum are students struggling with?

Students continue to struggle with spelling, grammar and punctuation. This attributed to conflicting standards between classroom expectations and texting conventions.

### SEF Indicators and Evidence

**What are the student achievement and instructional practice trends and patterns identified in our School Support Visit report?**

n/a

#### SEF Gap Analysis?

Historically, the success rate of Previously Eligible students has not been very high compared to the First Time eligible students.

**What are the key SEF K to 12 Indicators and specific school-based evidence that support the SMART Goal being developed?**

Indicator 4.2 – A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

**Evidence at the School**

- Data is analyzed to identify gaps in literacy and numeracy achievement and to determine goals for school-wide improvement.
- Using Compass for Success (C4S), a cohort analysis for present Grade 9 students who achieved level 1 and 2 on the Grade 6 EQAO Assessment for Reading and Writing will be identified for the purpose of providing support and intervention by the Cross Curricular Literacy Team, LST and the SST.
- The IIR will be used to identify the specific question types that students struggle with and need improvement prior to writing the OSSLT.

**Evidence in the Classroom**

- 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.
- Teachers regularly collaborate with the Instructional Coach to plan and teach lessons centered on instructional strategies that support explicit understanding, implicit understanding and making connections.
- Teachers are implementing Literacy strategies that are being developed by the TPA PLC group for all classrooms and subject areas.
- Students understand, acquire and build on oral communication, reading, writing and media literacy knowledge and skills.
- Students are beginning to recognize the instructional strategies that support their learning (i.e. anticipatory activities) and can articulate the associated benefits of KWL, RAFT's, graffiti, Think-Pair-Share, Word Walls and Anticipatory Activities.

<b>Planning, Design and Implementation Strategies</b>	<b>Targeted, Evidence-Based Strategies</b>	<b>Action Step #1</b>
		<ul style="list-style-type: none"> <li>▪ Continue to have teachers meet with the Instructional Coach and members of the TPA PLC teachers to learn and refine instructional strategies that support the school's core focus on literacy.</li> <li>▪ Teachers from similar departments will collaborate with each other and the Instructional Coach to deeply embed effective literacy strategies.</li> <li>▪ As part of the EDHS PLC, teachers of Grade 9 and 10 applied science, geography and history will work with Instructional Coaches and Program Consultants to develop curriculum embedded lessons that incorporate inquiry skills based on inferring and making connections. Teachers will be trained to evaluate student work according to a prescribed set of expectations and will be given the strategies to conference with students to 'bump up work' so that it meets the provincial standard.</li> <li>▪ Evidence of full implementation of these strategies will be measured as teachers of 1P and 2P classes are seen to be using these resources in their instruction. This will be mandatory for all Grade 9 and 10 applied class at EDHS.</li> </ul>
	<b>Resources:</b>	<ul style="list-style-type: none"> <li>▪ Financial resources (from the Board and school) will be used to create release time for teachers to collaborate with each other to align common strategies to the SMART goal.</li> <li>▪ Published resources that may assist in developing ideas or implementing strategies may be purchased to assist teachers.</li> <li>▪ Apply for a PLC to receive support of the SEF initiatives intertwined with the TPA process.</li> </ul>

	<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>▪ The challenge remains to ensure that all teachers consistently implement the targeted literacy strategies and the curriculum based literacy lessons.</li> <li>▪ Constant professional dialogue between teachers will gauge the effectiveness of developed strategies and determine our next steps.</li> <li>▪ Teachers will be expected to begin implementation and continually review and revise their strategies to improve student learning.</li> <li>▪ Release time (as part of the PLC proposal) will allow teachers to share successes and determine how to modify the instruction to maximize student achievement.</li> </ul>
<b>Monitoring Strategies</b>	<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>▪ Individual student data on the EQAO test from Grade 6 will be correlated against the individual student scores on the OSSLT to determine the success of the strategies.</li> <li>▪ After careful analysis of historical data on each at-risk student, predictions can be made prior to the comprehensive preparation and administering of the test and compared to actual results.</li> <li>▪ The PLC will meet a minimum of four times during the creation of the instruction booklet and the early implementation stages of the plan. Ongoing review and revision (where necessary) of the plan will take place.</li> </ul>
	<b>Responsibility</b>	<ul style="list-style-type: none"> <li>▪ The Principal will be responsible for the communication, implementation, monitoring and support of the plan.</li> </ul>
	<b>Evaluation Cycle</b>	<ul style="list-style-type: none"> <li>▪ This plan will be re-evaluated on an annual basis. Data from the OSSLT will be used as a measure to determine if students are meeting the provincial standard in reading and writing.</li> <li>▪ On-going discussion will take place to ensure modifications are made where necessary.</li> </ul>



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

**SMART Goal #2:** By June 2012, a 10% shift in the number of academic students achieving at the Provincial Standard (Level 3 or above) from Level 2.

## Needs Assessment and Analysis of Evidence

### Student Achievement

When examining the:

- 2010 – 2011 Grade 9 EQAO Math scores, we had a 13% decrease in the number of Academic students meeting or exceeding the Provincial Standard (83% down to 70%). The data showed no significant change in the number of students achieving Level 1 or Level 4, which told us that the increase in students at Level 2 aligned with the decrease in students at Level 3.

### Instructional Practice

- In 2010 – 2011 our least experienced teachers taught the grade 9 mathematics courses, many of which had single sections in one semester or the other. This year, fewer teachers were selected to teach the grade 9 courses, all of whom have mathematics as their major teachable. Their preparation for the next EQAO will be coordinated and consistent between teachers, between sections and between semesters.
- The LST and SST are working proactively to identify at-risk students to give them more focused coaching and practice prior to the EQAO test date.
- Math help is offered to all grade 9 students at lunch with peer tutors or after school with a math teacher.
- Essex DHS Student Success Team monitors the marks of all grade 9 students and uses a Lunch Time Study Hall for students failing 2 or more courses.
- Every major assessment in a grade 9 math class will include an EQAO type question. There will be an emphasis on multiple choice type questions.

### Demographic

- Historically, nearly twice as many grade 9 students take Academic math (65%) than Applied math (35%). Of the Applied students, 43% are female and 57 % are male. Of the Academic students, close to 45% are male and 55% female.

### Perceptual

- School results for the Grade 9 EQAO scores are above the Board and Provincial results at the Applied level, and below the Board and Provincial results at the Academic level.
- From year to year the number of at-risk students transitioning from grade 8 or new registrants fluctuates unpredictably. Getting students into appropriate courses is a priority for the school.
- The goal to close the gap between applied and academic students is consistent with the Board Improvement Plan.

### What are our key student learning needs and priorities?

EDHS Applied and Academic Level students seem to struggle with Multiple Choice type questions. They should be coached on how to answer these questions without guessing as an option.

### What part of the curriculum are students struggling with?

Students continue to struggle with multiple choice questions and word problems (extracting information from a given problem and determining how to solve the problem).

**SEF Indicators and Evidence**

**What are the student achievement and instructional practice trends and patterns identified in our School Support Visit report?**

n/a

**SEF Gap Analysis?**

Historically, there is a pattern indicating that Applied level students are less successful on the grade 9 EQAO Math Assessment compared to Academic level students.

**What are the key SEF K to 12 Indicators and specific school-based evidence that support the SMART Goal being developed.**

Indicator 4.2 – A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

**Evidence at the School**

- Data is analyzed to identify gaps in literacy and numeracy achievement and to determine goals for school-wide improvement.
- Using Compass for Success (C4S), a cohort analysis for present grade 9 students who achieved level 1 and 2 on the Grade 6 EQAO Assessment for Reading and Writing will be identified for the purpose of providing support and intervention by the Cross Curricular Literacy Team, LST and the SST.
- The IIR will be used to identify the specific question types that students struggle with and need improvement prior to writing the OSSLT.

**Evidence in the Classroom**

- 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.
- Teachers regularly collaborate with other teaching the same course in order to plan and teach lessons centered on instructional strategies that support improved numeracy skills.
- Grade 9 Math teachers are implementing numeracy strategies that are being developed by their department targeting Applied and Academic classes.
- Students understand, acquire and build on oral communication, problem solving and other numeracy knowledge and skills.
- Students will receive authentic practice for EQAO Math type questions on assignments and tests and receive descriptive feedback on areas of improvement.

<b>Planning, Design and Implementation Strategies</b>	<b>Targeted, Evidence-Based Strategies</b>	<b>Action Step #1</b>
		<ul style="list-style-type: none"> <li>▪ Continue to have teachers meet math department members to refine instructional strategies that support the school's core focus on numeracy.</li> <li>▪ Through cooperation with the Math Department, Learning Support teacher and Student Success Team, a list of at-risk students will be given focused interventions that will assist them to bump up a Level they would have otherwise achieved.</li> <li>▪ Teachers involved in writing of the EQAO test in the past can offer insight to teachers that will help them to prepare their students, and advice to students who will be writing this school year.</li> <li>▪ Evidence of full implementation of these strategies and interventions will be measured as students of MFM1P and MPM1D classes prepare and eventually write the EQAO assessment in January and in June.</li> </ul>
	<b>Resources:</b>	<ul style="list-style-type: none"> <li>▪ Financial resources (from the Board and school) will be used to create release time for teachers to collaborate with each other to align common strategies to the SMART goal.</li> <li>▪ Published resources that may assist in developing ideas or implementing strategies may be purchased to assist teachers.</li> <li>▪ SmartBoard activities and lessons will be shared to help differentiate instruction.</li> </ul>
	<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>▪ The challenge remains to ensure that all teachers consistently implement the targeted numeracy strategies and EQAO type questions on there classroom tests and assignments.</li> <li>▪ Constant professional dialogue between teachers will gauge the effectiveness of developed strategies and determine our next steps, especially after the January assessment is conducted.</li> <li>▪ Teachers will be expected to begin implementation and continually review and revise their strategies to improve student learning.</li> <li>▪ Release time (if possible) will allow teachers to share successes and determine how to modify the instruction to maximize student achievement.</li> </ul>
<b>Monitoring Strategies</b>	<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>▪ Individual student data on the EQAO test from grade 6 will be correlated against the individual student scores on the Grade 9 EQAO to determine the success of the strategies.</li> <li>▪ After careful analysis of historical data on each at-risk student, predictions can be made prior to the comprehensive preparation and administering of the test and compared to actual results.</li> <li>▪ The Math department will meet whenever possible to review and revise strategies as necessary.</li> </ul>
	<b>Responsibility</b>	<ul style="list-style-type: none"> <li>▪ The Principal will be responsible for the communication, implementation, monitoring and support of the plan.</li> </ul>
	<b>Evaluation Cycle</b>	<ul style="list-style-type: none"> <li>▪ This plan will be re-evaluated on a semi-annual basis after the writing of each EQAO Assessment in January and June.</li> <li>▪ On-going discussion will take place to ensure modifications are made where necessary.</li> </ul>



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

**SMART Goal #3:** By June 2012, an increase in the percentage of the number of credits achieved compared to the number of credits attempted by 2% across each Grade level.

### Needs Assessment and Analysis of Evidence

#### Student Achievement

When examining the:

- 2010 – 2011 credit accumulation numbers, we found that some students who were unsuccessful in courses were misplaced based on level, have documented struggles in that subject area, have attendance issues permeating their school experience or had behavior issues impeding their progress.
- Data based on semesters, no significant variance was found from first semester to second semester.
- Each Grade's credit accumulation, Grade 9 success rate was 91%, Grade 10 success rate was 86%, Grade 11 success rate was 83% and Grade 9 success rate was 81%.

#### Instructional Practice

- All of the Literacy and Numeracy strategies implemented into classrooms will increase student learning and their credit accumulation
- The LST and SST are working proactively to identify at-risk students to give them more focused coaching and practice in their individual classes.
- Essex DHS Student Success Team monitors the marks of all students and uses a Lunch Time Study Hall for students failing 2 or more courses to encourage them to submit outstanding assignments.

#### Demographic

- Historically, of all courses failed, boys fail 60% and girls 40%.

#### Perceptual

- School results for the Grade 9 EQAO scores and Grade 10 OSSLT scores are good indicators of at-risk students.
- From year to year the number of at-risk students transitioning from Grade 8 or new registrants fluctuates unpredictably.
- The goal to increase credit accumulation is consistent with the Board's BIPSA.

#### What are our key student learning needs and priorities?

- EDHS students who struggle with achieving credits tend to have trouble with compulsory courses (i.e. English, Math and Science).
- EDHS students who struggle on OSSLT and/or EQAO tend also to struggle with credit accumulation.

#### What part of the curriculum are students struggling with?

Those students who fail course continue to struggle with organizational skills, time management, completing assignments and knowing the expectations of each assessment.

**SEF Indicators and Evidence**

**What are the student achievement and instructional practice trends and patterns identified in our School Support Visit report?**

n/a

**SEF Gap Analysis?**

n/a

**What are the key SEF K to 12 Indicators and specific school-based evidence that support the SMART Goal being developed?**

Indicator 1.1 – Students and teachers share a common understanding of the learning goals and related success criteria.

Evidence at the School

- Data is analyzed to compare cohort credit accumulation and to determine goals for school-wide improvement.
- Student Success Team assists teachers in encouraging students to complete all assignments.
- Lunch Time Study Hall program provides a place where students can work on outstanding assignments and can get caught up in their courses.

Evidence in the Classroom

- 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.
- Teachers regularly collaborate with the Instructional Coach (i.e. Think Literacy Team Teacher) to plan and teach lessons centered on instructional strategies that increase student capacity to be successful in their courses.
- Teachers are implementing Literacy strategies that are being developed by the TPA PLC group and the SEF team for all classrooms and subject areas.
- Students are beginning to recognize the instructional strategies that support their learning (i.e. anticipatory activities) and can articulate the associated benefits of KWL, RAFT's, graffiti, Think-Pair-Share, Word Walls and Anticipatory Activities.

<b>Planning, Design and Implementation Strategies</b>	<b>Targeted, Evidence-Based Strategies</b>	<b>Action Step #1</b>
		<ul style="list-style-type: none"> <li>▪ Continue to have teachers meet with the Instructional Coach and members of the TPA PLC teachers to learn and refine instructional strategies that support the school's core focus on literacy.</li> <li>▪ Teachers from similar departments will collaborate with each other and the Instructional Coach to deeply embed effective literacy strategies.</li> <li>▪ As part of the EDHS PLC, teachers can plan and discuss similar strategies to increase consistency throughout the school.</li> <li>▪ Teachers will be trained to evaluate student work according to a prescribed set of expectations and will be given the strategies to conference with students to 'bump up work' so that it meets the provincial standard.</li> </ul>
	<b>Resources:</b>	<ul style="list-style-type: none"> <li>▪ Financial resources (from the Board and school) will be used to create release time for teachers to collaborate with each other to align common strategies to the SMART goal.</li> <li>▪ Published resources that may assist in developing ideas or implementing strategies may be purchased to assist teachers.</li> </ul>
	<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>▪ The challenge remains to ensure that all teachers consistently implement the targeted literacy strategies and the curriculum based literacy lessons.</li> <li>▪ Constant professional dialogue between teachers will gauge the effectiveness of developed strategies and determine our next steps.</li> <li>▪ Teachers will be expected to begin implementation and continually review and revise their strategies to improve student learning.</li> <li>▪ Release time (as part of the PLC proposal) will allow teachers to share successes and determine how to modify the instruction to maximize student achievement.</li> </ul>
<b>Monitoring Strategies</b>	<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>▪ After careful analysis of historical data on each at-risk student, predictions can be made prior to the comprehensive preparation and administering of the test and compared to actual results.</li> <li>▪ On-Track and For Your Future mentoring program will match up at-risk students with a volunteer teacher-mentor.</li> </ul>
	<b>Responsibility</b>	<ul style="list-style-type: none"> <li>▪ The Principal will be responsible for the communication, implementation, monitoring and support of the plan.</li> </ul>
	<b>Evaluation Cycle</b>	<ul style="list-style-type: none"> <li>▪ This plan will be re-evaluated on an annual basis. Data from the OSSLT will be used as a measure to determine if students are meeting the provincial standard in reading and writing.</li> <li>▪ On-going discussion will take place to ensure modifications are made where necessary.</li> </ul>