



# College Heights Secondary School 2011-2012



## School Improvement Plan "Education That Works"

### SCHOOL EFFECTIVENESS FRAMEWORK

#### CENTRAL CONCEPTS - SPECIFIC TOPICS - PD OPPORTUNITIES - PLC?

- Professional Learning Staff-Directed PLC's
- Learning goals
  - Assessment, feedback (expanded use of rubrics)
  - Technology, PLC
  - Assessment—student involvement—goal setting
  - New choices and options responding to feedback
  - Continued Link to PLC—SIP—SEF
  - Modeling of inquiry board lessons—student-centred
  - Explicit testing of learning goals
  - Development of student self-assessment tools
  - Increased use and focus on sector charts in classrooms
  - "First Class" reserve space for
    - course outlines
    - materials
    - SMART technology
  - Resume support model and selling renewal
  - Technology Implementation
  - Communication—between all individuals re student success

#### INDICATORS OF FOCUS

- 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.
- 1.3 Students are taught, and regularly **use self-assessment skills** to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (I.E.P.).
- 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.
- 4.3 Teaching and learning incorporates 21<sup>st</sup> century content, global perspectives, learning skills, resources and technologies.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 3.3 Students are partners in conversations about school improvement.

### LITERACY

- Classroom use of anchor charts
- Use of new classroom packages—feedback to students and literacy team—embedded
- Expansion of literacy team role and planning
- Library renewal—physical space—collection—fiction and non-fiction
- Applied results consistent with other secondary schools
- Focus on workplace literacy (essential)
- Continue to work on reading skills (student reading)
- Literacy coaching?
- Refine process for pre-testing—literacy booklets
- Linking tech curriculum to literacy needs
- Relating to curriculum—newspaper article—higher level thinking
- Include technology in literacy test preparation, ie SEA equipment
- Working with elementary panel (feeder schools)
- Improved results—see goals on "data"

### COMMUNITY-CULTURE-CARING

- Re-imagining—new Character Ed—Stand Up—Year long—Who are we?
- SRI data—resiliency
- Focus on developing new "Huskies" brand
- Collaboration problem solving model—as per Ross Greene
- Community partnership—expansion - mental health support
- "Positive Press" plaques
- Open houses and feeder school relationship
- Relooking at social-emotional programming
- Restorative Classroom circles "circle check-in" times
- Newspapers-positive press
- Inclusiveness in leadership and department meetings
- Clubs at lunch
- Board of Directors
- Compost bins and more community projects
- Cross Curricular School Identity with fine arts events

### PATHWAYS

- Expanded communication to grade 10 for SHSM
- In-house SHSM certification expansion
- Guidance combined with SHSM
- Better communication between co-op—OYAP pathways, SHSM and courses
- Improved/increased knowledge of pathway options (ie. 1:1 course selection or post-pathways charts)
- Pathway anchor charts (REVISED)
- Increased reach-ahead—Dual Credit
- Community Service Hours

### NUMERACY

- Continued link between tech curriculum and math instruction (PLC)
- GLE/GLS/MAT1L—success rates monitored
- Increased use of SMART technology
- "Inquiry"/student defined learning
- Cross curricular units
- Develop Contextualized Learning Activities for SHSM \*
- Linking match? for tech into ALL courses
- Focus on workplace numeracy

DATA	2008/2009	2009/2010	2010/2011 Actual	2011/2012 Projected
Credit Success - % of credits attempted success	75%	76.3%	85.9%	87%
Success Rate at Reporting Periods	72%	78%	80%	82%
Potential Grads - Possible/Actual	103/91	106/76	100/81	90+
OSSLT - first attempt (successful) - second attempt (successful)	45%	26%	Applied 46	50
	30%	32%	Essential 11 26	13 32
EQAO Grade 9 Math - % Level 3, 4	60%	57% (1 semester)	89%	80%
Dual Credit Students (started 2009/10)	-	2	10	17
OYAP Students	17	10	11	12
Library Circulation	1455	3078	~ 4000	4200
8 credits grade 9 - % of students	58	56	72	75
16 credits grade 10 - % of students	45	44	47	47
Grade 9 English APP/LDCC % Passed	73/97	69/97	97/87	97/90
Grade 10 English APP/LDCC % Passed	71/86	82/87	91/88	94/90
Grade 9 Math APP/LDCC % Passed	52/82	83/82	94/80	94/90
Grade 10 Math APP/LDCC % Passed	90/94	80/90	97/90	97/90
Suspension Data - # Students Suspended - % Students > 1 day	253	296	232 65	220 60
Students Engaged in Co-curricular Activities			250 Athletes	GOAL 60% of students