



King City Secondary School

School Improvement Plan for Student Achievement and Well-Being 2015-2016

DRAFT

King City Secondary School Context and Needs Assessment

Through the SIP process and KCSS determined a challenge of practice with input from multiple sources of data (EQAO assessments/OSSLT, report cards, teacher observation, conversation and student products, etc.)

Our Challenge of Practice (COP) is:

Many of our students show consistent evidence of critical thinking within the tasks they enact / produce. Some students, particularly those in Applied and College level courses, struggle to demonstrate critical thinking skills (weighing evidence, drawing conclusions, problem-solving, etc.) on a consistent basis. We need to develop a shared understanding of critical thinking, investigate and then use instructional and assessment strategies which build inter-disciplinary and disciplinary critical thinking skills.

KCSS has identified the following high priority professional learning need in response to this challenge:

- designing tasks, questions and learning experiences that engage students in critical / higher-order thinking

In addition KCSS has identified additional professional learning needs related to supporting and English Language Learners and students with Special Education needs. This need is ongoing and based on the current demographics of KCSS. In response we are learning to

- use assessment information to inform instructional decisions and planning responsive learning experiences
- provide feedback which promotes a growth mindset, motivation and enhanced student responsibility and resilience
- provide explicit instruction in learning skills - in particular, self-regulation and initiative

We are committed to supporting all learners with intentional focus on

- students in Applied / College programming
- Grade 9 Mathematics
- Literacy in Grade 9, 10 Applied
- students who are credit deficient and are at significantly higher risk of leaving secondary school without an OSSD (students who previously failed OSSLT)
- offering various pathway opportunities including an increase in SHSM opportunities

Learning and Teaching

Theory of Action:

If we develop a shared understanding of critical thinking and use the instructional and assessment strategies which build inter-disciplinary and disciplinary critical thinking skills then we will enhance each student's ability to move beyond superficial reasoning to use specific critical thinking skills to solve problems, make and support decisions and monitor and adjust their performances during the learning.

Challenge of Practice:

Many of our students show consistent evidence of critical thinking within the tasks they enact / produce.

Some students, particularly those in Applied and College level courses, struggle to demonstrate critical thinking skills (weighing evidence, drawing conclusions, problem-solving, etc.) on a consistent basis.

We need to develop a shared understanding of critical thinking, investigate and then use instructional and assessment strategies which build inter-disciplinary and disciplinary critical thinking skills.

Strategy, Plans and Actions:

- key message - "knowing the learner is at the heart of an effective classroom"
- intentional use of SEA equipment - normalize use of digital tools and continue to advance learning strategies as a course and after school literacy for students with IEPs in grade 9, 10
- SERTs, literacy teachers and administration design "Student Literacy Plan" as a team
- 9 students in Essential / Applied courses receive focused literacy instruction - teachers use strategy implementation approach (modeled, shared and guided)
- library partnership with teachers - co-planning and co-teaching - critical thinking, digital literacy, etc.
- develop disciplinary and inter-disciplinary approaches and understanding of critical thinking
- use questioning and instructional prompts as feedback to promote deeper levels of student thinking
- provide explicit instruction in accountable talk and provide students with feedback to promote growth and scaffold next steps
- co-design critical thinking tasks and observe / track growth in student CT skills
- make student thinking visible / audible through use of accountable talk and questioning - community of learners engaged in practice and feedback
- use "Discussion Guidelines" anchor charts to teach and reinforce accountable talk
- students support intellectual growth of one another through explaining their thinking and working collaboratively to solve problems
- staff meetings model effective strategies and share resources for instruction in literacy / critical thinking
- explicit instruction in critical thinking (as identified in challenge of practice) specifically in the areas of questioning and metacognition
- build capacity for use of digital tools for teachers and students to enhance instruction and deepen learning
- consistent and ongoing communication and support for identified and at-risk students with SERTs (room 101) and SS teacher (room 204)
- provide support for ELLs through supporting teacher learning and use of YRDSB resources - Curriculum Consultant

Literacy - OSSLT

- Grade 9 Applied and Academic English lessons are co-planned and co-taught to address identified areas of need from gr. 6 and TLP
- intentional focus on direct instruction in reading comprehension strategies, writing strategies, thinking strategies - across the curriculum
- data from EQAO Item Information Reports is used to support planning and instruction for students who were unsuccessful on the OSSLT (students in gr. 11) "Student Literacy Plan"
- gr. 9 students who were identified at risk in literacy from feeder schools are invited and encouraged to participate in After School Literacy program
- teachers identify the literacy skills and strategies necessary for success across subject areas
- explicit instruction in critical thinking (as identified in challenge of practice) specifically in the areas of questioning, metacognition and critical literacy
- enable explicit instruction in the development of literacy skills across all curriculum areas through pd workshops and supports facilitated by literacy teachers (possible co-planning, co-teaching model)
- use the Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7-12 as a resource and support for collaborative inquiry / pd
- develop and deliver literacy lessons related to reading and writing skills evaluated on the OSSLT - Grade 10 "lit blitz"
- continue to offer After School Literacy program through Continuing Education
- timetable Grade 10 Learning Strategies courses in semester 2 as possible to aid preparation of OSSLT
- timetable OLC course in semester two and counsel students appropriately
- embed literacy instruction in supports available to students through Student Success - intentional instruction on "growth mindset"
- examine OSSLT student questionnaire responses to inform teaching and school practices

EQAO Grade 9 Mathematics

- processes (Representing, Reflecting, Connecting, Reasoning and Proving, Selecting Tools and Computational Strategies)
- critically examine EQAO student questionnaire responses to inform teaching and school practices
- teachers use questioning and scaffolded prompts to increase intellectual engagement and extend thinking
- mathematical processes are taught and reinforced during the learning
- implement after school numeracy class for at-risk group
- continue to apply the comprehensive web-based resource TIPS as an instructional support in the Applied program
- increase parent awareness and student use of EQAO website – through new school website and E-Newsletter
- implement instruction and assessment of mathematics through differentiated approaches including partner work and small group instruction and interactive whiteboard activities
- inform students / parents of ongoing opportunities for support - lunch time tutoring, After School Mathematics Program

Resources:

EQAO Online Reporting Tool
 Network B / Rounds participation
 Growing Success and supplementary materials from Ministry and Board
 Literacy Teachers and Literacy Teacher Network
 English Subject Head and Department
 Student Success Teachers
 YRDSB - C & IS
 Secondary Literacy resources - videos, ppts. etc.
 Leadership Team (Subject Heads, Network Participants, Administrators)
 Adolescent Literacy Guide: A Professional Learning Resource, Grades 7-12
 EduGAINS Literacy Resources
 YRDSB Literacy Moodle
 Cross-Panel Network
 TIPS - Targeted Implementation and Planning Supports
 EQAO website
 SERTs/EAs
 Math Homework Help on-line program
 Math Talk Community Resources
 Subject-Specific Curriculum Documents
 Teacher Tracking of Conversations, Observations & Products of student learning to guide professional learning
 Critical Thinking Consortium Resources

Professional Learning:

- connect pd on Adolescent Literacy to ongoing learning in Critical Thinking Assessment and Differentiated Instruction
- share information and resources with parents through E-Bulletin, Website, Parent Information night, etc
- model use of critical thinking and literacy strategies in all professional learning sessions (Heads' Leadership and Staff mtgs.) and debrief how strategies might be adapted for use in the classroom
- implement Assessment for/ as and of Learning strategies - specifically Learning Goals and Success Criteria
- plan for transitions - grade 8 / 9 - Identified Students / ELLs
- EQAO results
- CIS supported network learning
- focus on students in Applied program and students with IEPs
- Co-planning / Co-Teaching Lessons with Elementary partners
- Collaboration with Librarian/ Digital Literacy Teacher
- cross panel PD between gr.9 and gr. 8 teachers in feeder schools (Network opportunity)
- access/use of Board/Ministry on-line Homework Help program
- explicit teaching of Critical Thinking in Disciplinary and Interdisciplinary context
- development of common language for assessment and understanding of Critical Thinking (KCSS Draft framework)
- engage in collaborative learning (Leadership, Network, Heads', Staff meetings, etc.)
- ongoing professional learning related to Critical Thinking Instruction and Assessment

Targets and Monitoring:

OSSLT, Applied English FTE (2014 - 49% passed (1% increase - target was 55%) **2014-15 Target?**
 OSSLT, Academic English (2014 - 97% (2% increase - target was 96%) **2014-15 Target?**

OSSLT - Students with Learning Disabilities

Grade 9 EQAO Applied Math (% at L3/4) - (2014 - 51% L3/4 - 9% increase - target was 50%) 2014-15 Target?
 Grade 9 EQAO Academic Math (% at L3/4) - (2014 - 88% L3/4 - 1% increase - target was 90%) 2014-15 Target?
 Grade 9 EQAO - Students with Learning Disabilities

Grade 9 EQAO - Students with Learning Disabilities – Applied (% at L3/4) - (2014 - 40% L3/4)
 Grade 9 EQAO - Students with Learning Disabilities – Academic (% at L3/4) - (2014 - 75% L3/4)

Credit Attainment

Grade 9, 90% of students achieved 8+ credits by June 2014 (Increase of 2% from June 2013)	LD students 75% (decrease of 9%)	ELL students 89% (increase of 3%)
Grade 10, 81% of students achieved 16+ credits by June 2014 (Decrease of 1% from June 2013)	LD students 70% (decrease of 11%)	ELL students 76% (decrease of 10%)
Grade 11, 69% of students achieved 24+ credits by June 2014 (Increase of 14% from June 2013)	LD students 67% (increase of 34%)	ELL students 82% (increase of 36%)
Grade 12, accurate data is not available through Cognos ReportNet at this time (86% achieved 30+ credits by June 2013)		

Environment, Engagement, and Well-Being

Theory of Action:

If we create learning and workplace environments that are healthy, mindful and inclusive then students and staff members will feel safe and supported, be mentally and physically healthy, attend to their own well being and contribute positively to the learning community

Strategy, Plans and Actions:

Environment

Presentations to staff and students, lobby displays, recycling program, water bottle sales

Engagement - Transitions

ROC King – Continue to review, revise and focus work on increasing participation in the Rookie Orientation Camp

Continue to build mentor / gr. 9 student relationships with intentional meetings over course of the year.

Use student feedback from camp to continue to enhance camp experience and transition to KCSS

Continue to build the “Our School Our Community” rotation and to install student work / puzzles pieces / character education commitments through school.

Exam Extravaganza: January 2015

Mini-ROC: March 2015

Administrator and Guidance Visits to Elementary Feeder Schools

Family of Schools - School Council Meeting

Engagement - Student Voice and Leadership

Continue to develop and train Student Mentorship team to foster positive school climate through activities and leadership (i.e., Grade 9 transition day, Exam Extravaganza, ROC King, Mini ROC King, Feeder School Visits)

Encourage student voice through leadership opportunities in our school (i.e., President’s Council, Student Forum)

Support initiatives brought forward by student groups (e.g. presentations to raise awareness of local and global social and environmental issues, holiday fair)

Fundraise for local and global charities (Me to We, food drive, clothing drive, toy mountain, “brick by brick”)

Engagement - SHSM

Continued promotion and incorporation of the SHSM program– health and transportation focus

Resources:

Speak Up Grant \$1000-\$2000

“Speak Up in a Box”

YRDSB Community Liaisons

Community Partnerships

SHSM Network

Professional Learning:

YMCA Wanakita Staff

Adventureworks Training

Student Success Network

Partner School Visits

YRPC Student Leadership Conference

Student Green Team

Guest Speakers

School Liaison Officers (YRP)

Creation & Inclusion of Contextualized Learning Activities -SHSM

EcoSchools Team (Staff, students, Parents & community members)

Targets and Monitoring:

Environment

Maintain Gold Rating of Eco School Certification and Application for Platinum

Engagement

By **June 2015**, there will be a 2% improvement in reported student engagement as measured by the School Climate survey (from December 2012 Board results)

Behavioural engagement (“At this school I am learning to practice good character values”) from 82% up to 87% reporting “Strongly Agree/Agree” (Board is at 76 %)

Cognitive engagement (“I find the work interesting”) from 52% up to 56% reporting “Strongly Agree/Agree” (Board is at 50%)

Monitoring

Environment - Jan - Initial waste and energy audits

Engagement -

Transitions - Rock, Stick, Leaf evaluation cards October 2014, Grade 9 achievement data, Mini ROC Feedback cards, Grade 9 Student Referrals

Equity and Inclusivity**Theory of Action:**

If we identify and develop practices that meet individual student and staff needs, eliminate barriers to success, create a positive climate for learning and foster a sense of belonging and community, provide leadership, training, and resources to support the implementation of equitable and inclusive practices, then we will have a safe, welcoming and inclusive school environments where students, staff, parents, and community partners are active and engaged participants.

Strategy, Plans and Actions:

- promote student driven programming (e.g., GSA, ESP, build acceptance and understanding regarding inclusiveness)
- plan intentionally for the diversity of students within classes
- facilitate professional development for staff around strategies to welcome VISA students and English Language Learners
- continue to offer the Lion's Mane Lounge as a safe and welcoming place supervised by log funded Child and Youth Worker and Educational Assistants
- use effective and early intervention supports and programs (internal and external) to support students at risk in literacy acquisition personalized timetabling, EA supports, Student Success interventions, After School Literacy, literacy teacher workshops for students and teachers
- teachers intentionally use Waterfall Chart while planning for and implementing instruction for students with Learning Disabilities and ensure the intentional implementation of IEPs for students with special education needs
- provide targeted accommodations and differentiated learning and assessment tasks to the learner based on student profiles. Particularly students with IEPs, ELLs, social- emotional needs
- differentiate instruction, assessment, experiential learning opportunities and supports for students at risk in literacy development
- support students by aligning individual targets and success criteria with IEP goals/ learning expectations across all grades and subjects
- identification of students at risk through a variety of mechanisms and implementation of support plan
- continue to provide and support food program through student success room

Resources:

Log funded EA
 Subject Heads
 SERTS
 YRDSB Community Liaisons
 School Social Worker
 Special Education and ELL Subject Heads
 in-school teams or student success teams
 COMPASS
 School Social Workers
 Psychological Services staff
 Learning Disabilities Modules PD
 Mental Health Nurse

Professional Learning:

Stand Up Speak Up conference
 Fusion Conference
 Network B
 Cultural proficiency in-service training
 Healthy Schools Network
 Guest speakers
 Specialist High Skill Major

Targets and Monitoring:

- ongoing tracking of students through progress reports (Special Education and SS) Progress reports, interim, midterm and end of semester data
- Conferences with students and parents
- By May / June 2015, there will be a 3% improvement in reported student engagement as measured by the School Climate survey (from December 2012 Board results)
 - Affective engagement "I enjoy being at this school" - from 80 up to 85% reporting "Strongly Agree/Agree"
 - Equity and Inclusivity "Do you ever feel unwelcome or uncomfortable at your school?" - from 11% down to 8% reporting "Always/Often"
 - School Safety "I stayed away from school or wanted to, in order to avoid being bullied or harassed"- from 18% down to 13% reporting "Strongly Agree/Agree"

Building Leadership Capacity and Succession Planning

Theory of Action:

If we foster and support leadership development in individuals, teams and departments then teachers will be cognitively and socially engaged, professionally empowered and invested in their own learning and the learning of the school community and beyond.

Strategy, Plans and Actions:

- support the development of effective practices and personal leadership resources
- provided opportunities for teacher leaders to receive training in: coaching, facilitation, personal management
- hire and retain highly skilled staff and provide ongoing opportunities for professional development, learning, collaboration and sharing of effective practices
- model effective facilitation strategies and learning stance through leadership practices
- encourage and support teacher leadership through making opportunities for leadership conversations and reflective practices
- engage teacher leaders in planning and facilitating professional learning opportunities
- support Department Heads active leadership to lead instructional improvement work regarding Rounds (Challenge of Practice & Theory of Action)
- support committee chairs, teacher advisors and teachers in various committees to lead the work on Engagement, Environment and well-being & equity
- encourage and support participation in targeted professional learning to support staff readiness for those who aspire to formal leadership roles
- support and mentor NTIP staff

Resources:

BWW
Performance Appraisal Process
Members of KCSS Subject Heads Group
Curriculum Consultants
Scholl Superintendent
Connect2Learn
Networks/Committees
YRDSB Board conferences, workshops, and courses
Professional journals, articles and other reading material
External conferences at local, national and international levels
Ontario Leadership Framework 2013 Revised (OLF)

Professional Learning:

PD at Staff Meetings, Heads Meetings Professional Training Days & PD Days
Leadership Management Mix
POR Selection Process
Having Difficult Conversations
Mentoring
Cognitive Coaching Workshops/Series
Online learning modules/webinars
Self Assessment Tools

Targets and Monitoring:

Throughout the school year Department Heads will lead the work around instructional improvement.
- greater % of teachers volunteering / seeking out leadership opportunities - both formal and informal
- greater # of teacher leader facilitators