

THORNHILL SECONDARY SCHOOL
SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT (2013-2015)

“Literacy continues to be a key priority for the York Region District School Board. It is the ever evolving underpinning of our society and fundamental to what we wish to achieve in public education.” – Ken Thurston, Director of Education

PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment & Analysis of Data	SMART Goals (Specific, Measurable, Attainable, Results-Based, Time-bound)	School Effectiveness Framework Indicators	Targeted, Evidence-based Strategies/Actions	Professional Learning	Resources	Monitoring of the Achievement of the Smart Goals (Timelines)	Responsibility	Evaluation
LITERACY AND ACADEMIC ACHIEVEMENT								
1A. EQAO Math results (at or above provincial standard) for 2012-2013 (taken from Cognos): APPLIED <ul style="list-style-type: none"> overall : 50% males: 42%, females: 67% ELL's: 50 % (5 of 10 students) SpEd (non-gifted): 47 % (8 of 17 students) 	By June 2014, student EQAO achievement at or above provincial standard will reflect the following: A. EQAO MATH <ul style="list-style-type: none"> an overall increase of 3 points for female students in grade 9 applied an overall increase of 8 points for male 	4.5 Instruction and assessment are differentiated in response to student strengths, needs, and prior learning	<ul style="list-style-type: none"> To provide additional support to meet student learning styles among males - e.g., teachers will further implement strategies to utilize manipulatives and technology, investigations, and inquiry. Strategic timetabling of teachers (male? SERTs ?with math background) 	Conferences and workshops <ul style="list-style-type: none"> Critical literacy Literacy Course-specific Staff Meetings and PD Days <ul style="list-style-type: none"> Teacher-led Call a Meeting Teacher Moderation 	Ministry Resources <ul style="list-style-type: none"> Tips for Math Reform Binder EDU-GAINS web site Growing Success Think Literacy EQAO Web site Adolescent Literacy (MOE) 	Review EQAO data Departments examine assessment data	All teachers including: Math Department Administration Student Success Team Literacy Team	On-going Reporting Periods

<p>ACADEMIC</p> <ul style="list-style-type: none"> • overall : 92% • males: 92%, • females: 92% • ELL's: 87% (34 of 39 students) • SpEd (non-gifted): 93 % (13 of 14 students) <p>1B. EQAO OSSLT results (at or above provincial standard) for 2012-2013:</p> <p>FIRST TIME ELIGIBLE</p> <ul style="list-style-type: none"> • overall: 94% • males: 95 %, • females: 96% • ELL's: 75% (15 of 20 students) • SpEd (non-gifted): 83% <p>note:</p> <ul style="list-style-type: none"> • deferred: 5% • ELL's deferred: 6 students • SpEd deferred: 1 student <p>PREVIOUSLY ELIGIBLE</p> <ul style="list-style-type: none"> • overall: 65% • males: 63 %, • females: 69% • ELL's: 82% (32 of 39 students who wrote) • SpEd (non-gifted): 29 % (7 students) <p>note:</p> <ul style="list-style-type: none"> • deferred: 1% • ELL's deferred: 21 students • SpEd deferred: 0 students 	<p>students in grade 9 applied</p> <ul style="list-style-type: none"> • an overall increase of 1 point for students in grade 9 academic • an overall increase of 3 points for students with an IEP (non gifted) in grade 9 applied <p>B. EQAO LITERACY</p> <p>OSSLT FIRST TIME ELIGIBLE</p> <ul style="list-style-type: none"> • Increase 5 points overall for ELLs <p>OSSLT PREVIOUSLY ELIGIBLE</p> <ul style="list-style-type: none"> • Increase 3 points overall for ELLs 		<ul style="list-style-type: none"> • To further develop Literacy Skills Inventory/Continuum in departments • Provide explicit instruction in the development of literacy skills across all departments • Teachers use a gradual release of responsibility model (modelled, shared, guided, and independent) in order to appropriately scaffold student instruction in reading, writing, and oral language development. • Ensure an understanding of the student's level of English language proficiency and intentionally plan and program for the ELL. • To support our English Language Learners focus on vocabulary acquisition strategies and use. • Use in-class literacy activities and vocabulary acquisition 	(including grades 7-10)	<p>Board Resources</p> <ul style="list-style-type: none"> • Critical Thinking Consortium • Board consultants • Instructional Leadership opportunities for Department Heads • Collaborative learning among departments (e.g., math + SpecEd/ELL/SS using case analysis) 		<p>ESL Department</p> <p>Digital Literacy Resource Teacher</p>	
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			<p>strategies for all students.</p> <ul style="list-style-type: none"> • Use Room 138 for targeted support during lunch time • Offer After School Literacy programme 					
<p>as of Aug 31, 2013 (taken from Cognos)</p> <p>ALL STUDENTS</p> <ul style="list-style-type: none"> • Gr. 9's with 8+ credits: 93% • Gr. 9 males with 8+ credits: 91% • Gr. 9 females with 8+ credits: 96% • Gr. 10's with 16+ credits: : 87% • Gr. 10 males with 16+ credits: 90% • Gr. 10 females with 16+ credits: 84% • Gr. 11's with 24+ credits: : 78% • Gr. 11 males with 24+ credits: 77% • Gr. 11 females with 24+ credits: 78% • Gr. 12's with 30+ credits: : 85% • Gr. 12 males with 30+ credits: 84% • Gr. 12 females with 30+ credits: 87% <p>ELL's ONLY</p> <ul style="list-style-type: none"> • Gr. 9 's with 8+ credits: 95% • Gr. 10's with 16+ credits: 75% • Gr. 11's with 24+ credits: 68% • Gr. 12's with 30+ credits: 89% <p>Students with IEP's ONLY: (excluding gifted, including autism & developmentally delayed – cannot omit)</p> <ul style="list-style-type: none"> • Gr. 9 's with 8+ credits: 78% 	<p>2) CREDIT ACCUMULATION</p> <p>By August 31, 2014, there will be 2 point increase in credit accumulation by students in grades 11 and 12</p> <p>Increase, by 5 points, number of males meeting provincial standard in credit accumulation</p> <p>By June 2015, there will be an increase in graduation rates by 10 points in PAE.</p> <p>Maintain the percentage of students fulfilling the requirements for the SHSM graduation requirements.</p> <p>C. CHALLENGE OF</p>	<p>4.5 Instruction and assessment are differentiated in response to student strengths, needs, and prior learning</p>	<ul style="list-style-type: none"> • explicitly teach and assess learning skills and work habits • use assessment results to determine students' strengths, needs and interests to inform instruction and monitor progress over time. • Use questioning and instructional prompts as feedback to promote deeper levels of student learning. • use teacher moderation as a planning and instructional support. • facilitate the planned, consistent and effective use of Assistive Technology by students as an integral part of teaching and learning as well as assessment. • Focus instructional strategies to meet the learning need of students, especially males, Special Education students, English Language learners (e.g., accommodations, use inquiry, problem solving) 					

<ul style="list-style-type: none"> Gr. 10's with 16+ credits: 63% Gr. 11's with 24+ credits: 69% Gr. 12's with 30+ credits: 65% <p>Overall percentage of students meeting provincial standard (level 3) in credit accumulation (from June 2013 Cognos)</p> <p>* Males: 69%</p> <p>* Females: 82%</p> <p>Special Ed. (non-gifted): 48%</p> <p>SHSM, June 2013: 90% of SHSM students (28 of 31) fulfilled SHSM graduation requirements (from SHSM coordinator)</p>	<p>PRACTICE</p> <p>By June 2015, teachers will broaden their understanding of processes and techniques to explicitly teach and assess learning skills and work habits , specifically self-regulation</p>							
<p>CARING AND SAFE ENVIRONMENT</p>								
<p><u>Equity</u></p> <p>According to the Student School Climate Survey, 2010:</p> <p>Do you ever feel unwelcome or uncomfortable at your school (47%)</p> <p>always/often/sometimes)</p> <p>-Race, Skin Colour (38%)</p> <p>Do you feel you get the support you need at your school to learn to the best of your ability? (69%)</p>	<p>By June 2015 there will be 10 point increase in the number of students who feel welcome at TSS (from 53 to 63%).</p> <p>By June 2015, there will be a 10 point increase in the number of students who feel they get the support they need to learn to the best of their ability (from 69 to 79%).</p>	<p>4.7 Timely and tiered intervention, supported by a team approach, respond to individual student learning needs and well-being</p>	<p>Link Mentors to Grade 9 homeroom classes (3 visits/semester)</p> <p>Provide new student forums that allow students to have an active voice through targeted, grade-specific focus groups</p> <p>Increase student awareness of and involvement in School Improvement Plan</p> <p>Continue Anti-bullying/ESP programs with staff, students, and school council</p> <p>Restructure student clubs fair and</p>			<p>- School surveys</p> <p>- Grade focus groups</p>		

			<p>school website pages to increase participation and access to information</p> <p>Use current, relevant media tools to influence and inspire and reflect a diverse student population</p> <p>provide opportunities for the school community to participate in equity and inclusive education training and leadership initiatives</p> <p>Find ways to actively engage students and community to ensure all students feel welcomed.</p>					
<p><u>Place and Space</u></p> <p>According to the Student School Climate Survey, 2010:</p> <p>“At this school I am learning how to protect the environment” (41%)</p>	<p>By June 2015, increase the number of students who feel they are learning how to protect the environment by 10 points (from 41 to 51%).</p>	<p>3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.</p>	<ul style="list-style-type: none"> ● Recycling Initiative ● Build a gardening team to support courtyard gardening initiative ● Provide more education on environmental practices – not just the what and how, but the WHY as well (Earth Week) ● Promote grade-wide garbage clean up ● “Love our Cafeteria” - visible and audible reminders of cafeteria clean up (volunteer hours as incentive) 					

			<ul style="list-style-type: none"> Continue Eco School initiative, incorporating environmentally friendly practices in classrooms 					
<p><u>Safety and Well-being</u></p> <p>According to the Student School Climate Survey, 2010:</p> <p>“There is an adult at this school who I feel comfortable speaking to if I am bullied/harassed/bothered” (54% strongly agree)</p> <p>“At this school, I learn, practice and demonstrate how to lead an active and healthy life” (53%)</p>	<p>By June 2015, Increase the number of students who perceive that there is an adult at school to whom they would feel comfortable speaking if they were bullied/harassed/bothered by 20 points (from 54 to 74%).</p> <p>By June 2015, Increase the number of students who perceive that they learn, practice and demonstrate how to lead an active and healthy life by 20 points (from 53 to 73%).</p>	4.7 Timely and tiered intervention, supported by a team approach, respond to individual student learning needs and well-being	<ul style="list-style-type: none"> Partner with Mental Health agencies to support and address students and their families in need Provide expanded ESL and literacy support through Literacy/ESL Centre in Room 138 integrate the Student Support Services/Student Success/PAE rooms into one centre and expand services Provide grade-specific themed assemblies Strengthen relationships with community agencies and organizations that are culturally responsive and reflect the school community - involve them in educational presentations/activities in the school allocate resources and PD opportunities to address well-being and character development Implement a strategic proactive approach to restorative initiative 	<ul style="list-style-type: none"> invite a Safe Talk trainer for staff PD Provide staff PD on personal strengths and limitations which directly impact accessibility to students (“personality dimensions”) Provide staff (and student?) PD on Restorative Approaches. 				

			<ul style="list-style-type: none"> Continue Physical Education and HEAL activities to promote healthy, active living 					
PATHWAYS AND PARTNERSHIPS								
<p>SHSM Enrolled September 2013 (from SHSM coordinator) * students: 63 (gr11=46, gr12 =17) * males: 15 (gr 11=9, gr 12=6) * females: 48 (gr 11=37, gr12 =11) * ELLs: 0 * Spec Ed: 18 (gr11 =14; gr12 =4) Apprenticeship path: 0 College path: 5 (gr11=4, gr12=1) * University path: 58(gr11=42, gr12=16) * Workplace path: 0</p> <p>DUAL CREDITS: 2013/14 Sem1=0</p> <p>ADVANCED PLACEMENT # Students enrolled 2013-2014 (Trillium) Economics=8; English=30; Calculus=19; Biology=17; Chemistry=15; Computer=17</p>	<p>Increase enrolment by 10 points for : -SHSM (health and wellness) - Dual Credits and OYAP - Coop and AP</p> <hr/> <p>By June 2015 expand sector representation by 1 sector (sport)</p>	<p>5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and support that are available</p>	<ul style="list-style-type: none"> model respect for all post-secondary destinations in instruction, messaging, and visuals (e.g., Guest speakers that reflect all pathways) provide planned and purposeful SHSM experiential learning opportunities for students 					
<p>According to the Parent School Climate Survey, 2011:</p> <p>Q39: "I am satisfied with the information this school gives me about community agencies and their services" (47% agree/strongly</p>	<p>By June 2015, increase satisfaction rate by 10 points for: - parent awareness of community</p>	<p>5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and support that</p>	<ul style="list-style-type: none"> Staff, students, parents, and other members of the school community work collaboratively to find new ways to actively engage students and community to ensure that all students and families feel welcome and 					

<p>agree)</p> <p>According to the Student School Climate Survey, 2011: E1: "Teachers at this school help me to understand the wide variety of career/Pathways options available to me" (58% agree/strongly agree)</p> <p>E1: "This school provides enough information about: (% agree strongly agree) * the workplace: 56% * apprenticeships: 47% * university: 69% * college: 62% * living on my own: 30%</p>	<p>agencies and their services - student awareness about variety of career/pathway options</p>	<p>are available</p>	<p>included.</p> <ul style="list-style-type: none"> • Transitions activities (e.g., Grade 8 Open House, Career Fair, Post-secondary Information Night) • Student-led Individual Pathways Plan (IPP) implementation • Semester 1 timetabling for OLC 					
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