

# Student Success Plan School Annual Report

*This form is to be submitted annually to communicate the achievement of your students and to identify next steps.*

School: Sir John A. Macdonald

School Year: 2017-18

Principal: Darlene Fitzgerald

Student Enrollment: 928

<b>Goal 1: To improve student achievement in literacy and mathematics, teachers will implement culturally responsive instruction and assessment practices</b>			
<b>Goal 2: To improve student achievement in literacy and mathematics, teachers will differentiate instruction to meet the needs of all learners</b>			
<b>Student Evidence (performance measure(s))</b>	<b>Where did you begin? (baseline year and results)</b>	<b>Where do you want to be? (target)</b>	<b>Where are you now? (progress)</b>
NSE English 10 (Reading)	2014-15 Level 1: 4% Level 2: 17% Level 3: 72% Level 4: 6% Levels 3+4: 78%	Improvement over baseline	2015-16 Level 1: 4% Level 2: 21% Level 3: 68% Level 4: 8% Levels 3+4: 75%
Cohort Comparison RWM8 to NSE English 10 (Reading)	2013-14 Level 1- 8% Level 2- 20% Level 3- 63% Level 4 – 8% Levels 3+4 – 71%	Improvement from grade 8-10	2015-16 Level 1- 4% Level 2- 20% Level 3- 68% Level 4 – 8% Levels 3+4 – 77%
NSE English 10 (Writing Ideas)	2014-15 Level 1: 1% Level 2: 30% Level 3: 63%	Improvement over baseline	2015-16 Level 1: 1% Level 2: 43% Level 3: 50%

	Level 4: 5% Levels 3+4: 68%		Level 4: 5% Levels 3+4: 55%
NSE English 10 (Writing Organization)	2014-15 Level 1: 2% Level 2: 36% Level 3: 57% Level 4: 4% Levels 3+4: 62%	Improvement over baseline	2015-16 Level 1: 5% Level 2: 43% Level 3: 49% Level 4: 4% Levels 3+4: 53%
ENGLISH 10	2014-15 (N=295) 0-24%: <b>1%</b> 25-49%: <b>0%</b> 50-74%: <b>22%</b> 75-100%: <b>78%</b>	Improvement over baseline	2016-17 (N=312) 0-24%: <b>0%</b> 25-49%: <b>1%</b> 50-74%: <b>18%</b> 75-100%: <b>81%</b>
ENGLISH 11	2014-15 (N=217) 0-24%: <b>2%</b> 25-49%: <b>1%</b> 50-74%: <b>29%</b> 75-100%: <b>68%</b>	Improvement over baseline	2016-17 (N=218) 0-24%: <b>2%</b> 25-49%: <b>2%</b> 50-74%: <b>26%</b> 75-100%: <b>69%</b>
ENGLISH 12	2014-15 (N=234) 0-24%: <b>0%</b> 25-49%: <b>1%</b> 50-74%: <b>32%</b> 75-100%: <b>67%</b>	Improvement over baseline	2016-17 (N=214) 0-24%: <b>0%</b> 25-49%: <b>0%</b> 50-74%: <b>23%</b> 75-100%: <b>76%</b>
NSE Math 10	2014-15 Level 1: 11% Level 2: 27% Level 3: 49% Level 4: 13% Levels 3+4: 62%	Improvement over baseline	2015-16 Level 1: 5% Level 2: 17% Level 3: 66% Level 4: 13% Levels 3+4: 79%
Cohort Comparison RWM8 to NSE Math 10	2013-14 Level 1- 3% Level 2- 22% Level 3- 64% Level 4 – 10%	Improvement from grade 8-10	2015-16 Level 1- 5% Level 2- 15% Level 3- 67% Level 4 – 13%

	Levels 3+4 – 74%		Levels 3+4 – 80%
MATHEMATICS 10	2014-15 0-24%: <b>1%</b> (N=146) 25-49%: <b>0%</b> 50-74%: <b>51%</b> 75-100%: <b>49%</b>	Improvement over baseline	2016-17 0-24%: <b>0%</b> (N=145) 25-49%: <b>1%</b> 50-74%: <b>52%</b> 75-100%: <b>47%</b>
MATHEMATICS AT WORK 10	2014-15 0-24%: <b>4%</b> (N=71) 25-49%: <b>0%</b> 50-74%: <b>62%</b> 75-100%: <b>34%</b>	Improvement over baseline	2016-17 0-24%: <b>4%</b> (N=77) 25-49%: <b>3%</b> 50-74%: <b>52%</b> 75-100%: <b>42%</b>
MATHEMATIQUES 10 IMM	2014-15 0-24%: (N=68) 25-49%: 50-74%: <b>22%</b> 75-100%: <b>78%</b>	Improvement over baseline	2016-17 0-24%: (N=77) 25-49%: <b>1%</b> 50-74%: <b>30%</b> 75-100%: <b>69%</b>
MATHEMATICS 11	2014-15 0-24%: <b>1%</b> (N=236) 25-49%: <b>6%</b> 50-74%: <b>55%</b> 75-100%: <b>39%</b>	Improvement over baseline	2016-17 0-24%: (N=198) 25-49%: <b>2%</b> 50-74%: <b>31%</b> 75-100%: <b>68%</b>
MATHEMATICS AT WORK 11	2014-15 0-24%: <b>3%</b> (N=65) 25-49%: 50-74%: <b>65%</b> 75-100%: <b>32%</b>	Improvement over baseline	2016-17 0-24%: <b>3%</b> (N=75) 25-49%: <b>1%</b> 50-74%: <b>47%</b> 75-100%: <b>49%</b>
MATHEMATICS 12  NOTE: NEW CURRICULUM IN 2015-16	2015-16 0-24%: (N=113) 25-49%: <b>1%</b> 50-74%: <b>22%</b> 75-100%: <b>77%</b>	Improvement over baseline	2016-17 0-24%: <b>1%</b> (N=101) 25-49%: <b>2%</b> 50-74%: <b>22%</b> 75-100%: <b>75%</b>
PRE CALCULUS 12  NOTE: NEW CURRICULUM IN 2015-16	2015-16 0-24%: (N=80) 25-49%: 50-74%: <b>28%</b> 75-100%: <b>73%</b>	Improvement over baseline	2016-17 0-24%: <b>1%</b> (N=100) 25-49%: 50-74%: <b>7%</b> 75-100%: <b>92%</b>

## What did you do this year to support this goal?

*(assessment for learning, instruction and learning team focus, and PD)*

We began the school year at SJA with many new staff members, including new administration. The SSP goals for the 2017-2018 school year are new as well, and though they incorporate culturally responsive pedagogy, which had been the primary focus, they focus heavily on instruction, assessment and differentiation. In order to approach the goals in a meaningful way among subject area teachers, each department worked through the goals in PLCs by establishing specific target areas they felt would be most conducive to improvement. Progress was shared among departments at admin team meetings and with all staff at PD days. In short, we adopted a school wide collaborative approach to school success planning. What follows is a description by each department that outlines where we started, what we did, what we noticed and our potential next steps.

### English Department

Goal 1: To improve student achievement in literacy and mathematics, teachers will implement culturally responsive instruction and assessment practices.

(a) Where we started:

- identified goals and finding commonalities in approaches in working towards our goals
- established specific reasons as to why cultural responsiveness is important
- identified culturally responsive materials in plans and assessments
- meaningful literature attached to appropriate assessments are essential
- clear criteria, co-created criteria, consistent language, and understandable communication of the connectedness of criteria to outcomes are key in working towards this goal
- established assessment as our first focus area for this goal

(b) What we did:

- collaboratively created a rubric to connect class contributions and performance to outcomes and learner profiles for use in grades 10, 11 & 12
- shared rubrics for presentations, informal writing and essays
- agreed to expose students to certain rubrics during assessments at each grade level
- discussed approaches to structuring courses by outcome strands or units

(c) What we noticed:

- this goal and a focus on assessment is a huge, multi-faceted undertaking

- this goal and focus are broad enough to continue to work with indefinitely
- teachers are very willing to share assessment tools and practices and desire to continue to adapt assessment practices in order to foster student achievement in literacy
- differences and commonalities in approaches with a common motivating force being shared by
- teachers; we care about our students, want them to do well and want to work to support their success
- meaningful instruction and assessment are integral components of our practice that require constant attention and re-evaluation
- teachers have enjoyed collaboration and sharing of tools and ideas on assessment and want to continue this work in the future
- improved student achievement in meeting specific outcomes and learner profile categories as a result of our common rubric for class contributions and performance

(d) Our potential next steps:

- Assessing for quality – What are the markers of quality? What does quality look like at different grade levels? Do we agree on what values we would assign to certain levels of quality? (common grading activities)
- High school literacy coach – Three teachers will be working with the high school literacy coach (Alison Walker) throughout the month of May. Her focus with teachers will be on targets informing assessment, which will in turn inform planning and teaching.
- Making assessment culturally relevant – engaging students in the meaning of assessment and the value in understanding assessment to motivate and allow for improvement
- teacher sharing and pooling of contemporary resources that reflect diversity in order to ensure more culturally responsive instruction for all of our students

Goal 2: To improve student achievement in literacy and mathematics, teachers will differentiate instruction to meet the needs of all learners.

(a) Where we started:

- focusing on assessment and haven't done much formal collaboration at this point on differentiating
- instruction, though teachers in the English department do differentiate instruction regularly in their individual practice
- with recognizing (differentiated) instruction to be inextricably bound with assessment, especially when assessment informs planning and instruction
- acknowledging the incredible diversity in learning styles and abilities and the importance of this goal in order to foster improved achievement for all students

(b) What we did:

- students read a variety of genres and at a variety of levels

- students respond in a variety of styles and write for various purposes
- choice in reading and writing assessments
- adaptations for individual students on a daily basis, not only those who are on formal adaptations or IPPs

(c) What we noticed:

- we could benefit from more collaboration and a direct focus on this goal
- this goal connects to our first goal and we can work on both of these goals simultaneously by
- purposefully ensuring our assessments increasingly inform our instruction
- when students have multiple options to demonstrate their abilities to meet outcomes or diverse options for expressing their learning, their engagement and achievement is likely to improve

(d) Our potential next steps:

- “Teachers Sharing Strengths” – sign-up sheet for co-teaching
- Stations – mini-lessons and activities from led by different teachers
- English Scavenger Hunt/Amazing Race activity designed to be engaging, culturally responsive and differentiated.
- refine the definition of “quality” for students and teachers, continue to share activities and assignments that demonstrate differentiation, continue to provide choices and options, and continue conversations about English courses that best suit their individual plans for the future and in which they’re likely to experience the most success

**Indications of Quantitative Data:**

The quantitative baseline data for our school indicates that the number of students of African Descent succeeding in English 12 is 100%. The quantitative data also suggests that more students in English 10 have been achieving grades between 75-100% from 2012-2017.

English Communications 11 and 12 could be an area in which we focus on encouraging greater student success in literacy by attempting to use direction provided by our goals to support students in these classes in achieving grades between 75-100%. The majority of students in these classes since 2012 have achieved grades between 50-74%.

**Fine Arts and Technology Department**

Considering **differentiation**, we approached this from a number of different directions. We noticed that in the courses we offer, we receive students of many levels of ability. Students who have not been historically strong, academically, often have difficulty in doing well in purely academic subjects. We sought to provide students with assignments that offer many levels of alternatives. Our aim was to allow them to begin with targets that are readily achievable but also to push them to expand their abilities. The tasks gradually became more rigorous, but still

allowed for lots of choice. Thus, students were encouraged to push themselves individually. To further the aim of improving student achievement in mathematical areas, we found that problem-solving skills and logic were the most useful tools for the students to hone. Earlier in the year, we found that students experienced confusion when given multiple-step tasks/projects. In order to help students to improve their problem-solving/logic strategies, we decided to work on step-by-step checklists. The detailed lists allowed students to “chunk” work into segments and to follow a coherent, rational path to complete the steps. Students overall were better able to complete the projects, with few omissions of parts, than previously in the year. Our department also heavily employed project-based learning, especially when it encouraged students to design and develop their own projects. This worked very well for our hands-on subjects: Foods, Art, Design, CMT, Drama, Entrepreneurship, Production Technology, Film, etc. Furthermore, students were asked to reflect on their achievement and participate in literacy-based coursework. Students were required to create written self/peer evaluations. Students also wrote reflective journals about their progress and learning styles.

Regarding **CRP**, we felt that this was an area that could use more concentrated effort. In many ways, our school is culturally responsive, but an overall better atmosphere could be created. It was observed that racial slurs were still being heard in the halls/classes from time to time. Teachers have addressed this and will continue to do so. We require full-time Aboriginal and African N.S. support workers and the support workers we’ve had in the past have been excellent and have allowed students to feel more welcomed in the school. Their office gives students a safe place to go. In terms of the **CRP** work being accomplished by our department, we directed efforts at improving classroom climate and culture. In some classes, students and teachers brainstormed lists of positive qualities they would like someone in their class to have. Then they are asked to compile negative qualities and are asked, “Who would you prefer to work with?” This is effective at the start of the semester in creating a classroom atmosphere that is positive. Many students (the majority, according to a recent survey conducted by sociology students at SJA) come to school for social reasons. Classroom culture is even more important, therefore, than in the past. Students communicate a great deal through social media, but are often socially isolated. We have worked at creating positive classroom climates by addressing language, attitudes and behaviours, where required. We have coached individual students who have problems in these areas. The teachers of this department have noted an increasing level of anxiety within our student population recently. One of the steps in achieving this goal was to address and accommodate these students in order to ease their discomfort and allow differentiation where required. For example, some students are allowed to take short breaks, go for a brief walk, work in a workroom, or possibly work in Resource when needed. We tried to create working groups in classes where students worked with people they were comfortable with. It was often a challenge to get students to mix, so we gave them some say in the groups they formed. In addition, we found that students of this era have a difficulty concentrating for extended periods of time. When conveying information, it was found to be more calming for students to receive data in short chunks. This created less anxiety and allows them to process small bits at a time. Very short videos were useful for this kind of information delivery, as well as short web-quests that are corrected right away. Quick feedback also relieved students’ anxiety about learning and allowed them to correct problems themselves. We have also found positive response in being sensitive to the audience’s language abilities and making sure our vocabulary reflected this.

Through the year, students in our department have gradually shown achievement in the aforementioned subjects and seem to respond well to having personal choice reflecting their interests. The checklists serve to support students in having a sense of completeness and thoroughness with respect to their assignments. We recommend continuing these processes next year. Often simplifying explanations and defining certain terms makes material a lot more accessible to students. By attuning our vocabulary to the students' needs, we create a more relaxed, calm classroom environment. For future challenges, our department would like to invest some time in encouraging socially appropriate language next year. We would like to continue the previously mentioned goals next year, as we have found them very helpful in the diverse classes we teach.

## **Mathematics**

The math team initially set out to know our students through personal reflections, conferences related to their experiences in mathematics and generally find out what individual students are interested in or do when not in our classrooms. The team was purposefully acknowledging the different cultures that the students were identifying with. The team also looked at strategies for building community in the classroom, a culture in itself. The team also looked at the international language of math and connected it to a North American model. This was also done with the French and English language around Mathematics with concern to our French Immersion students which also incorporated our international students in terms of translation. We also looked at some of the academic struggles our students were experiencing in regard to the language of mathematics. We identified vocabulary, decoding of word problems and instructions as barriers to their learning. The team looked at strategies that we could universally use in our classrooms and began sharing those strategies during our PLC's and department meeting.

Students were given choices on projects in terms of topic related to mathematics as well as the type of end product that would be presented and were grouped randomly where instruction was minimal and teacher guided but students cooperated to discover solutions and posted them around the classroom, often showing others how they solved the problem. The conversations and interactions were recorded by the teacher for assessment purposes. Students were also encouraged to use phone/chrome book apps that reinforced the learning, provided visual feedback and formative assessment. The most popular apps were Desmos Graphing, Photo Math and Kahoot. Students were also given the opportunity to contribute to the student white board in the classroom where they could draw, post words of wisdom, poems etc. We initially started by modeling strategies for vocabulary development. This was primarily achieved during our instruction by noting text features, underlining or highlighting specific vocabulary that was linked to the math concept. Vocabulary was broken down in simple language and connected to the context of which it was being used. Students were then asked to highlight important words that would help them decode problems, key instructions and keep notes in that manner. During assessment, formative and summative, students were asked to define vocabulary in their own words with an example to help with clarification. The instruction and assessment was focused on the student being able to verbalize their understanding and learning, as well as in written form.

The overall conclusion was an observable increase in engagement amongst our math students, more risk taking behaviour and confidence levels increased. In terms of next year the team would like to expand on the assessment practices of observation and use of technology for measuring achievement.

We are now observing students using the strategies during assessments, note taking, when working in their text book and also using technology and video where appropriate to better understand the math specific vocabulary. The evidence for increased achievement is less unanswered questions during assessments, a decrease in the number of questions to clarify instruction or vocabulary and success on vocabulary based assessment pieces embedded in the traditional testing. Students have increased their use of correct vocabulary in their mathematical reasoning and discussion. We feel that we have exposed a problematic issue, identified and used good strategies and now wish to seek and implement best practices for literacy in Mathematics based on effective instruction and assessment.

In terms of standardized provincial assessment at the Math 10 level, the percentage of students achieving levels 3+4 in 2015-16 over baseline was 17%. The students that wrote these NSE exams were exposed to the previous grade 9 curriculum which is showing a significant increase and it would be of great interest when the results are in for NSE 10 exams with students exposed to the new 9 Math curriculum. The cohort RWM 8 to NSE 10 results were less significant but again improvement was apparent. The general trend in stored historical grades has shown an increase in students successfully attaining the credit and an increase in 75-100 mark ranges.

The Math team has implemented strategies around improving mathematical literacy which by early indicators will result in increased achievement. The team feels confident in moving forward with these strategies and researching other best practices to be utilized in the future.

## Science Department

Goal #1: To improve student achievement in literacy and mathematics, teachers will implement culturally responsive instruction and assessment practices.

(a) Where we started:

- established a list of action steps needed to work towards this goal
- identified a need for student choice in formative and summative assessments
- identified a need for culturally responsive practices incorporating the “whole student” and relating of current world events, and careers in science classes
- decided common instructional and assessment practices should be considered and implemented

(b) What we did:

- provided choice for assessments to meet student academic needs and interests such as: cooperative learning, choice of topic, choice of format
- took time to get to know students by implementing strategies such as: getting to know you activities, individual conversations, open ended

questioning, reviewing student profiles/tienet

- teachers shared ideas and strategies to ensure common practice and assessments within the department
- made connections between current events such as: deforestation, global warming, sustainability, relativity, green chemistry

(c) What we noticed:

- Overall students were more engaged with the science content and were motivated to try new things. Students were engaged in hands-on learning, technology was integrated in many lessons and students were engaged in many cooperative learning opportunities such as labs, virtual reality, dissections and Phet simulations.
- Making connections with students and learning about their backgrounds allowed us to provide assessments opportunities that reflected their interests and accessed their prior knowledge.

(d) Our potential next steps:

- continuation of Science Department PLC's to brainstorm and collaborate on lessons and labs
- curriculum mapping to ensure students are moving onto further science courses feeling successful and well prepared
- develop common expectations, course outlines and rubrics within the Science department

Goal #2: To improve student achievement in literacy and mathematics, teachers will differentiate instruction to meet the needs of all learners.

(a) Where we started:

- sharing practices, lessons and assessments that demonstrate differentiation
- recognised a need for frequent use of student centred technology
- identified benefits in working with support staff outside of the science department

(b) What we did:

- students participated in lab activities, created models, foldables, interactive notes, field trips, and worked in alternate settings
- provided choice for assessments to meet student academic needs and interests such as: cooperative learning, choice of topic, choice of format
- implemented student centered technology such as: Phet simulations, Google classroom, Pasco probes, virtual labs, virtual reality glasses, lab equipment, Kahoot, Spec 20's, personal devices, Chromebooks
- teachers collaborated with support staff such as: resource, learning centre, and guidance to collaborate, develop, and ensure that student programming reflects the needs of the student

(c) What we noticed:

- During PLC's teachers were able to discuss student needs and share strategies for teaching specific topics and providing the best hands-on learning opportunities which resulted in improvements in teacher practice.
- Teachers were able to easily integrate current events into the science curriculum which allowed students to make real connections between their lives and the role of science in their lives as well as the relationship between science, technology and current global issues.

(d) Our potential next steps:

- continuation of Science Department PLC's to brainstorm and collaborate on lessons and labs
- curriculum mapping to ensure students are moving onto further science courses feeling successful and well prepared
- develop common expectations, course outlines and rubrics within the Science department

## Social Studies

At the beginning of the year, the Social Studies department noticed a lack of engagement amongst students in Social Studies and French classes, and this disengagement was a clear challenge to student learning. While Social Studies and French courses are often dynamic and issues based, students still seemed disengaged. Classes carried many students with various adaptations and individualized plans and the multi-ability nature of classes was very apparent as there were a good number of students performing at a higher level and who required a greater challenge, as well. We also noticed that there were some challenges in writing across the curriculum and in note-taking. Students were not performing well on a range of written assignments that required critical thought. There were clear challenges in student writing for a variety of purposes.

We chose a multi-faceted approach to differentiation that was inclusive of more than just assessment. In order to introduce differentiation into the classes, we explored the ideas of complexity and choice of learning styles across the aligned components (resources, instruction, assessment, feedback). We differentiated resources to become better suited to multiple age ranges and reading abilities, in order to better engage students and thereby increase student learning. Regarding instruction, our strategies included: traditional lectures, discussions, workshops, stations, cooperative learning strategies like jigsaws, project based learning, problem based learning, inquiry based learning. We also employed the use of timelines as assessment as learning strategies to widen both layered and tiered assessments and instruction. Considering assessment, our assessments in many places included choices of complexity and in media or venue (assessment types). There were multiple opportunities for students to meet the outcomes in a variety of ways that included observation, product and conversation. Finally, we varied the types of feedback we gave to students so as to match up with the kinds of resources, instruction and assessments we afforded them: feedback was timely, critical yet positive, constructive, aligned with resources, instruction and assessment, and it came from several sources. Considering our writing across the curriculum goal, we decided to split our response to these challenges in half: we would concentrate on what we

could accomplish in our classes, and we would look outside of our own expertise to see what was available in order to help kids with note-taking and study skills, and with writing for a variety of purposes across the curriculum. Individually, we increased the number of writing workshops in classes, workshops that focused on citation, thesis planning and creation. We decided to individually adopt a writing for a wider variety of purposes, including using writing as a mental set to focus students, writing as a way to discover our personal biases before looking at an issue, and writing to reflect on student investment in project and problem based learning. We also overtly taught writing methods for organizational purposes, including formal outlines, concept mapping, and Cornell Notes.

Looking at our results, we noticed that differentiating resources, instruction, assessment and feedback increased student engagement and, therefore, better supported student learning. In tailoring resources, instructional practices, assessments and feedback methods to student ability and learning styles, students became more invested because their learning opportunities became more authentic and accessible. What students read made more sense and how we taught better met their learning needs. How students were assessed respected their abilities to demonstrate their learning and the feedback they received helped inform them of their successes and challenges. Students were more engaged and, therefore, more invested in their learning. We noticed that students began to write more confidently and forcefully about social issues and historical topics and we observed transference of writing skills from one subject to another, and also between languages. Students in both languages demonstrated improvement in thesis writing and academic writing, and in critical thinking demonstrated in writing.

Culturally proficient pedagogy has been an on-going focus in that our teachers have continued to get to know who their students are after 3:30. Social Studies classes are cross cultural in nature to begin with, and we continued in that vein. Our Global courses are naturally multicultural, and some of our more culturally specific classes are far from being Eurocentric. ACS11 is naturally an Afrocentric course, while MKS11 emerges from a Nativecentric perspective. Canadian History respects both of these perspectives (in both languages) and our Immersion classes clearly represent an Acadian outlook. One very positive experience for Canadian History students was witnessing the Blanket Ceremony performed by Mi'Kmaq Elders. Their responses clearly reflect that they learned the value of true reconciliation: that being acceptance and resolution.

## **Personal Development**

Goal #1: To improve student achievement in literacy and mathematics, teachers will implement culturally responsive instruction and assessment practices.

Resource and Learning Centre

(a) Where we started:

- Resource and learning centre teachers focused on knowing their students specific needs.

(b) What we did:

- conferenced with all students on adaptations using a combination of survey and teacher conference to update strengths, needs and challenges sections of both Teacher Exploration 2 adaptations and Program Planning Team 4 adaptations
- met with higher needs students and guidance staff to help students, and their families, choose the best fit courses for their child for the next academic year
- Learning Centre students participated in a weekly cooking workshop at a local grocery store and applied, and built on knowledge, during in school Skills Development cooking classes.
- Various tasks were incorporated into learning opportunities for Learning Centre students which built confidence and communication skills. The vehicle for these literacy and numeracy based lessons included activities such as print shop tasks, cooking class, gardening, school maintenance tasks, job shadowing of school staff, recycling, laundry class, and the breakfast program club.

(c) What we noticed:

- These opportunities built student confidence in their abilities and built transferable skills including increased communication and the ability to work with others and appreciate their differences.

(d) Our potential next steps:

- continue this focus within our department
- continue to create opportunities for students to learn to function in a variety of environments and communicate effectively in a variety of modalities

#### Co-op/O2/Career Development

(a) Where we started:

- identified specific targets

(b) What we did:

- created many activities involving student exploration of strengths, challenges, and career interests - Some examples are research and presentation projects, interviews, group and individual activities. Students had choices, according to their interests, in how to proceed with each project or assignment.
- spent time individually coaching each student and assessing their understanding of their strengths, challenges, and career interest

(c) What we noticed:

- This approach ensured differentiation and encouraged greater student engagement
- These activities were experiences that developed student communication and problem solving skills.
- evidence of strong engagement since the beginning of the semester in understanding of their personal career paths

(d) Our potential next steps:

- We will continue to reassess and re-evaluate student awareness and understanding of their personal career direction throughout the remainder of the semester.
- Next year we will work on conferencing another time, earlier in the semester, to further differentiate and increase student awareness of their progress throughout the semester.

### Physical Education

(a) Where we started:

- Teachers collaborated to examine, identify and change our previously created assignment to allow opportunities for culturally responsive instruction.

(b) What we did:

- revamped our fitness project to identify the differentiated and cultural needs of our students

(c) What we noticed:

- Our new approach encouraged more students to submit the required written work.
- We learned the value of drawing out student's voices and allowing them the time to share with their peers.

(d) Our potential next steps:

- Moving forward we plan to allow students to meet in small groups to discuss what they will be doing and then the groups will be asked to choose the top three ideas that they have and then share them with the rest of the class.
- At the end of the unit as a class they will share what they have learned about fitness plans, what they did and how they will move forward in the future.
- We will include a brief metacognitive summary of what they have learned at the end of the lesson. This should highlight the vast array of knowledge and differences in experience, culture and goals that our students bring to this assignment.
- continue to look at our other written project assignments and apply the same principles of learning

Goal #2: To improve student achievement in literacy and mathematics, teachers will differentiate instruction to meet the needs of all learners.

### Personal Development

(a) Where we started:

- identified the needs of students and develop attainable goals that could be done during this academic year

(b) What we did:

- met regularly as a department and discussed students' progress and adjusted programming to meet their current needs
- actively engaged with students ,and encouraged them, to speak with us about their academic challenges, and concerns and addressed issues on a one to one basis often involving other members of our faculty and student's families
- identified assignments not being completed in a timely fashion as a major impediment to student academic success but we were unsure of why they weren't completing work so we created a survey that students filled out when they came to resource to complete overdue work
- A clipboard system was developed in the Learning Centre that ensures that students' strengths and challenges were identified as they completed tasks in the Learning Centre.

(c) What we noticed:

- Participation in programs such as Best Buddies, Duke of Edinburgh, Community Based Learning and in school job shadowing was fluid and addressed the immediate needs of our students.
- Building relationships with students is vital to fostering engagement which would translate into greater engagement which, in turn, would translate into greater student academic achievement.
- A lack of confidence in their ability to complete the work the way they thought the teacher expected it kept them from attempting it. They needed a visual exemplar of the work. Once this need was addressed they generally found greater academic success.

(d) Our potential next steps:

- Next year we will continue to focus on students' individual needs and differentiated instruction by continuing programs tailored to the individual learner.

## Co-op, O2 and Career Development

### (a) Where we started:

- decided on research and format of presentation as a focus area

### (b) What we did:

- established several projects where students chose the research topic based on their specific area of interest in the assigned topic
- Students had individual conferences with teachers to ensure individualization of assessments and reflection on their personal experiences, interests, and opinions.

### (c) What we noticed:

- During these conferences, students demonstrated personal awareness that has developed over the semester.
- It was apparent after conferences, that students were more engaged in a personal way with the content.
- Engagement and completion increased.
- Conferences gave us an opportunity to further explore student strengths, challenges, and interests.
- We used this information to further inform our instruction and assessment.

### (d) Our potential next steps:

- Next year we will focus on having students incorporate more of their own personal experience along with the research in the project based assignments.

## Physical Education

### (a) Where we started:

- collaborated to examine, identify and change our previously created assignment to allow opportunities for differentiated instruction and assessment
- identified many different ways we could tailor assignments in the future

### (b) What we did:

- focused on IPP students
- encourage the use of Google Read/Write to complete their required journal entries
- offered students a graphic organizer to facilitate the creation of their fitness charts

### (c) What we noticed:

- increased achievement and success for our students

(d) Our potential next steps:

- continue to alter our assignments to make them more accessible for all students
- various components of the assignments will be chunked and students will only be given the next task one section at a time to prevent them from being overwhelmed

**INSERT RANDOLPH'S PARAGRAPH on our PD day ... Culturally Responsive Instruction**

Despite the work of each department being based on two common goals, directions and progress varied greatly among departments. Each department followed the process in which we asked essential questions about student learning, developed responses to those questions and looked critically at the results of our collaborative work. Goal based collaboration was the foundation of all PLC and department meeting time as well as whole school sharing of perspectives and accomplishments within individual departments. Administration was active in motoring and supporting the progress of each department by way of attending meetings and responding to minutes, providing feedback, clarification and suggestions. Each department has mapped next steps, however, at this time it is uncertain whether the same goals will be carried forward into next school year.

**Date shared with SAC [29/05/2018]:**