

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 High School

School Year: 2018-2019

Principal: Darlene Fitzgerald

Student Enrollment: 1020

Goal 1: To improve student achievement in Literacy through formative assessment strategies					
Student Evidence <i>(performance measure(s))</i>	Where did you begin? <i>(baseline year and results)</i>			Where do you want to be? <i>(target)</i>	Where are you now? <i>(progress)</i>
ENGLISH 10	2017-18 (N=295)	0-24%: 25-49%: 50-74%: 75-00%:	0% 1% 19% 80%	Improvement from baseline	
ENGLISH 11	2017-18 (N=223)	0-24%: 25-49%: 50-74%: 75 -100%:	0% 0% 26% 73%		
ENGLISH 12	2017-18 (N=225)	0-24%: 25-49%: 50-74%: 75-100%:	1% 0% 24% 75%		
NES English 10 – Reading	<u>2017-2018 (N-287)</u>				
		Level 1 – 2% Level 2 – 17% Level 3- 70%			

	<p>Level 4 – 11%</p> <p>Meet and exceeded 81% (HRCE – 77%)</p>		
NES English 10 – Ideas	<p><u>2017-2018 (N-281)</u></p> <p>Level 1 – 1%</p> <p>Level 2 – 18%</p> <p>Level 3- 72%</p> <p>Level 4 – 10%</p> <p>Meet and exceeded 82% (HRCE – 75%)</p>		
NES English 10 – Writing organization	<p><u>2017-2018 (N-281)</u></p> <p>Level 1 – 2%</p> <p>Level 2 – 33%</p> <p>Level 3- 57%</p> <p>Level 4 – 8%</p> <p>Meet and exceeded 65% (HRCE – 61%)</p>		
NES English 10 – Language Use	<p><u>2017-2018 (N-281)</u></p> <p>Level 1 – 1%</p> <p>Level 2 – 28%</p> <p>Level 3- 63%</p> <p>Level 4 – 8%</p> <p>Meet and exceeded 71% (HRCE – 64%)</p>		
NES English 10 – Conventions	<p><u>2017-2018 (N-281)</u></p> <p>Level 1 – 2%</p> <p>Level 2 – 33%</p> <p>Level 3- 59%</p> <p>Level 4 – 6%</p> <p>Meet and exceeded 65% (HRCE – 58%)</p>		

What did you do this year to support this goal?			
<i>(assessment for learning, instruction and learning team focus, and PD)</i>			
<p>This is year one for our goals for both math and literacy with a focus on Assessment Practices. Although the goal is targeted for math and literacy, this was a cross curricular goal of all courses. Teachers across the curriculum are observing more student engagement in their own learning as a result of our goals around formative assessment, and we are excited to continue this growth.</p> <p>We began by the leadership team attending a Professional Development (PD) day at HRCE around school improvement and planning. The team identified both our strengths and challenges as a school overall. Through conversation and exploring our school data, as a team we identified formative assessment as a school goal moving forward that would have the most benefit of all our students.</p> <p>At our first PD session with staff, the leadership team presented our proposed school goals of assessment to staff for their input and approval. After much conversation staff felt this was a perfect goal for our school to best meet the needs of all our students and improve student achievement over all – closing the gap!</p> <p>With teachers’ feedback on what they felt they needed to successfully make progress towards our school goal, a PD plan was set for the year. To date we have completed the following;</p> <ul style="list-style-type: none">• With full staff, we set the goals and strategies for our Student Success Plan (SSP)• Teacher Professional Growth Plan (PGP) was connected to our SSP plan• Using the backwards planning model – identify the target and determine what would count as evidence of progression/achievement of the departments focus. COP; Qualitative, Quantitative, etc...• Explored what/how teachers collect/record this evidence?• Both staff meetings and all Department Head (DH) meetings had SSP as an ongoing item on the agenda• Unassigned Instructional time was also connected to the SSP plan with a focus on assessment practices, PLC’s and student support. The overall focus for teachers was on COP and how they could implement into their current practice.• The leadership team wrote a grant for article 60 in service grant for International expert in assessment practice – Dr. Anne Davies to provide a two day PD with staff and follow up day with DH in leading change in best assessment practices. <p>With the approval of the article 60 grant, arrangements were made for Dr. Anne Davies to come to SJA. In preparation for the day with Dr. Davies – our SAC purchased a book by Dr. Anne Davies and Sandra Herbst, <i>“Fresh Look at Grading and reporting at</i></p>			

High School” for all teaching staff.

Teachers and DH were given the following Guiding questions/tasking when reading the book

When reading please use the following symbols. Strategy – Margin symbols as you read

Margin symbols allow readers to monitor their reading and prepare to share their thinking with others. Teachers are asked to use the following symbols in the margins;

- A) 1. - Agree with this!
2. [?] I have a question about this?
3. [~] I have a connection that I can make about this
- B) Please write one way that you;
1. Describe the learning destination and quality to your students
2. One way you involve students in the process of their learning
3. Teach to student needs based on assessment information

A Fresh Look at Grading and Reporting in High School reinforced the formative assessment strategies that are currently being used as well as provided new ideas for collecting evidence of learning through conversations, observations and products. This approach to assessment has allowed teachers to better monitor student learning and has provided a greater understanding of the successes and challenges students encounter during their process of learning.

DH’s lead and facilitated the conversation from both the reading and teachers sharing practices that have tried and/or are currently exploring.

Our April PD was centered on the following;

Cross curricular groups – present discussion of chapter

- What your group connected with in the book and discussions?
- Questions that remain?
- Something that your group has tried in practice?
- Something that your group would like to try in practice this year?

Each group shared the above and were given the following as an Exit card

Exit Card

- Best connection/Idea from the day?
- What would you like Dr. Anne Davies to cover in our May 17th PD day?
- Other comments you would like us to know?

Teacher feedback was shared with Dr. Anne Davises. This feedback was used to co-develop the agenda for the full staff PD.

The PD covered;

- Using Assessment in the Service of Learning - research connections
- Responding to questions/challenges - zero's, powerschool, grading, redo's, and evaluation, collecting triangulated evidence of learning and more
- Informed Professional Judgment - research connections
- Practical classroom strategies: Using rubrics for learning
- Time for group planning
- Engaging Learners
- Role of testing, motivation and learning - research connections
- Practical Next Steps:
- Involving Students in Co-constructing Criteria
- Powerful self and peer assessment
- Students showing proof of learning
- Time for group planning

Professional development days spent with Dr. Anne Davies were both inspiring and reaffirming. Teachers were engaged and reflective as well as eager and enthusiastic to try new things to improve their assessment practices. Teachers were supported as they applied the strategies from Anne's book and talked through challenges, successes and next steps.

With the DH's, Dr. Davies developed the agenda for the full day with DH's on leading change in best assessment practice in the service of student learning. This day provided the leadership team with time for conversation on where we are now and next steps.

The leadership team has guided, developed and implemented formative assessment strategies related to the triangulated practice of a conversation-observation-product model. The use of clear targets and clear communication around assessment expectations has

increased transparency as well as student achievement. Department heads and teachers worked collaboratively to develop their PGP goals to be reflective of the SSP goals. DH nurtured department conversations about concrete ways to collect evidence of learning that allows the learning process to be more engaging and meaningful for students, facilitating a climate of sharing and risk-taking.

This excitement about teaching (and learning) has given us the opportunity as leaders to provide a fresh approach to the teachers in their departments. It has been very satisfying to see colleagues light up with ideas about witnessing students making true, meaningful connections to their learning. We are enthusiastic to continue growing, collecting ideas, and sharing insights about switching the focus from concentrating solely on marks, to knowing that students can articulate their own learning. We have a firm start on beginning to collect various tools to share that will allow us to have what we need to document evidence of learning.

Teachers reported that:

- Assessing and supporting student learning through formative assessment is the best way to foster the focus on learning, and not the point grade.
- The COP approach acknowledges that quantifiable student grades are not the only source of evidence. Qualitative data in the form of teacher-generated, in-class assessments, observations, and conversations are far more reliable.
- Teachers report having better rapport with students regarding their knowledge base, learning, and understanding since implementing the COP template as a lens through which we now design our formative and summative assessments, and as such, our lessons, activities/practice tasks, and resources.
- Being able to look back at a student's progress to see how they accomplished their final product. If there were components missing, or a task was done incorrectly, we were able to go back to our observational notes and see, if in fact, they actually do understand a certain concept and if it was just missed on the final product.
- Teachers noticed with their increased focus on formative assessment practices that there was greater student awareness of the purpose of tasks and assignments, greater focus of student work, greater student awareness of the purpose of tasks, assignments and more thorough completion of student work.
- Teachers also experienced more interaction and collaboration with colleagues as well as an increased focus and clear direction in our instructional time.

Teacher Voice: Please see *appendix A - SJA Teacher comments PGP – Reflections: 2018-2019* for a sample for teacher reflection from on their Professional growth journey this year

In literacy, the English department, at the beginning, we were encouraged to begin to consider formative assessment in a more formal way. Moving forward, we plan to continue building on the successes that we have observed so far, with regards to our goals around formative assessment, such as the COP (Conversation, Observation, Product) method of student learning and assessment.

We want to really work on developing more methods of unpacking/deconstructing outcomes (learning targets), determine what knowledge and skills are central to outcomes, and finding ways for students' learning to be meaningful, beyond a number grade. We are working towards having a clear vision of what good evidence of learning looks like, having consistency across classes, using samples and exemplars for students to understand quality, co-constructed criteria for assessment, and opportunities for students to demonstrate learning in a variety of ways. We readily recognize that conversation plays a key role in understanding what students know, should know, and want to know. We are encouraged by the preliminary results in looking at the data from this year in reading assessment – it shows that the gap is closing, and students are generally doing very well in this area. We feel that the data shows promise and hope, and has motivated us to continue building on our strategies around purposeful and useful ways to assess students and make their learning meaningful by closing the gap and together raise the bar.

Where we began; progress to date:

- Looked at methods of unpacking/ deconstructing outcomes
- Read articles about clear targets and the importance of co-constructing clear criteria
- Presented and discussed the COP method of gathering assessment information
- Discussed the role that professional judgement can play in the assessment process
- All staff provided with a copy of the Anne Davies book **A Fresh Look at Grading and Reporting in High School**, and reading plans were developed- teachers were asked to highlight connections and insights
- Organized staff-wide PD with Anne Davies, followed by a full additional day with the leadership team

Next steps for Math, Literacy and all subjects cross curricular:

- Co-construct a course outline template that reflects current use of formative assessment
- Beginning to develop the concept of “habits of mind,” using outcomes as a starting point, as a central idea in providing a framework for formative assessment (skills, habits, critical thinking, process skills etc.)
- In at least one of our classes, we are committing to a course design that incorporates a percentage component of the students' final grade consisting of assessments based on conversations and observations

Goal 2: To improve student achievement in mathematics through formative assessment strategies

Student Evidence <i>(performance measure(s))</i>	Where did you begin? <i>(baseline year and results)</i>	Where do you want to be? <i>(target)</i>	Where are you now? <i>(progress)</i>
MATHEMATICS AT WORK 10 "2017-18 (N=57)"	0-24%: 4% 25-49%: 4% 50-74%: 39% 75-100%: 54%	Improvement from baseline	
MATHEMATICS 10 "2017-18 (N=147)"	0-24%: 0% 25-49%: 0% 50-74%: 61% 75-100%: 39%		
MATHEMATIQUES 10 IMM "2017-18 (N=81)"	0-24%: 0% 25-49%: 1% 50-74%: 30% 75-100%: 69%		
MATHEMATICS AT WORK 11"2017-18 (N=78)"	0-24%: 0% 25-49%: 3% 50-74%: 31% 75-100%: 67%		

MATHEMATICS 11 "2017-18 (N=200)"	0-24%: 0% 25-49%: 3% 50-74%: 38% 75-100%: 60%		
PRE_CALCULUS 11 "2017-18 (N=146)"	0-24%: 0% 25-49%: 3% 50-74%: 25% 75-100%: 73%		
MATHEMATICS AT WORK 12 "2017-18 (N=44)"	0-24%: 2% 25-49%: 2% 50-74%: 39% 75-100%: 57%		
MATHEMATICS 12 "2017-18 (N=87)"	0-24%: 1% 25-49%: 0% 50-74%: 25% 75-100%: 74%		
PRE CALCULUS 12 "2017-18 (N=105)"	0-24%: 0% 25-49%: 1% 50-74%: 23% 75-100%: 76%		

NSE MATHEMATICS 10	<u>2017-2018 (N-225)</u> Level 1 – 6% Level 2 – 28% Level 3- 57% Level 4 – 8% <i>Meet and exceeded 65%</i> <i>(HRCE – 71%)</i>		
What did you do this year to support this goal? <i>(assessment for learning, instruction and learning team focus, and PD)</i>			
The school goal for the use of formative assessment to increase student achievement in numeracy is in the initial phase of foundational understanding and development. The concrete data collected from the 2018-19 school year will be used as a baseline to compare against as the goal is implemented in the 2019-20 school year. Early evidence is promising as teachers have begun working on and discussing strategies and taking action steps based on the professional development opportunities throughout this initial phase. The math team have been working on establishing clear targets in a language that is accessible to students and aligning these targets across the different pathways of Mathematics.			

Date shared with SAC [05/06/2019]: