

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
<p>Taking Stock Report Alex Toulis – Provided DDSB – MCVI data base School Climate Surveys Grade 9 and 10 MCVI Numeracy Surveys Faces on the Data – all Students M.A.S.S. (Special Education Student Success) Faces on the Data – former OCCI Students Grade 12 Exit Ticket Grade 8 Transition Pathways Programming Grade 9 Orientation Day IPRC Resiliency Training and Teacher/Student Surveys to monitor Well-Being interventions and strategies techniques Individual Pathways Planning (I.P.P.) – Mandatory All Grades Psych, Social, Facilitators and Attendance Referrals</p> <p>By June 30, 2018, as indicated in InSite: Credit Accumulation prediction toward Graduation (as per the Taking Stock values regarding credit accumulation)</p> <ul style="list-style-type: none"> 84% out of our 43/261 students in Grade 9 in (2017-2018) obtained 8/8 credits, compared to 88% out of our (31/246) students in Grade 9 in (2016-2017). We are 4% lower than last year. 75% out of our 61/240 students in Grade 10 in (2017-2018) obtained 16/16 credits, compared to 75% out of our (60/237) students in Grade 10 in (2016-2017). We are the same in comparison to trends within two year. 80% out of our 48/232 students in Grade 11 in (2017-2018) obtained 23 or more credits, compared to 88% out of our (28/233) students in Grade 11 in (2016-2017). We are 8% lower in comparison to last year. 88% out of our 29/237 students in Grade 12 in (2017-2018) obtained 30 or more credits, compared to 88% out of our (30/238) students in Grade 12 students in (2016-2017). We are the same in comparison to trends within two years. 	<p>EQUITY and INCLUSION FOCI: SEF 1.7, 3.3, 4.1 & 6.3</p> <p>(Cross-curricular) MCVI staff will continue to demonstrate culturally responsive pedagogy, further promoting pluralism, which resembles and is relative to the culture of the students in the school, for example, (Gorski, 2013) Recognize even subtle forms of bias, discrimination, and inequity. Respond to bias, discrimination, and inequity in a thoughtful and equitable manner. Redress bias, discrimination, and inequity, not only by responding to interpersonal bias, but also by studying the ways in which bigger social change happens. In addition, cultivate and sustain bias-free and discrimination-free communities, which requires an understanding that doing so is a basic responsibility for everyone in a civil society, and then students will continue and remain engaged in the curriculum and promote their own voice within the school. This can be demonstrated through authentic assessment tasks related to students, life-experiences, fostering further student engagement in the curriculum and improvement of student success rates.</p> <p>First Semester data 2017-2018, in Grade 9 and 10 Compulsory credits show a trend that MCVI students, although successful in their credit count, are achieving a higher percentage of Level 2 Grades in the achieved courses than Level 3.</p> <p>What does the trend show us: are our students marks based on the inclusion of zeros in their assessments? If this is the case, what grading practices do we need to visit in order to demonstrate to staff that zeros can misrepresent a student's true most consistent and recent achievement as per the Growing Success Document 2010? Who is trending within this data? Students residing within a region within a lower socio-economic housing index.</p> <p>Strategy: review grading practices within departments and whole school to demonstrate that more students should be meeting the provincial standard of 70%.</p>	<p>STUDENT CLIMATE SURVEY: SEF 2.1</p> <p>If students participate in Student Voice projects based on Speak Up Grants twice a semester, then students will experience greater satisfaction, engagement and a sense of belonging.</p> <p>If students participate in various Leadership, extra-curricular events and activities that promote and support student well-being, equity and inclusive awareness campaigns, and athletic programming, then students will build stronger connections and ties to the school community and wider community.</p> <p>If students continue to negotiate the topics of their ISU and culminating projects, based on the theory and practice of pluralism then students take greater ownership over their learning and academic progress, thereby lessening the need for Credit Recovery and Completion. This practice will align with the students' Progress and Credit Endangered Reports, which are distributed in October, March, December and May. (SEF 1.7)</p> <p>If MCVI staff conduct Walk-Throughs with an equity lens, then diverse perspectives can be considered with the goal of school improvement, student success and equity in our school.</p> <p>If a land acknowledgement preceded all school events then, a statement would be made that MCVI is a place that acknowledges the importance of indigenous peoples in Canada's history and this would support courses in Indigenous studies as well as Canadian History (CHC 2D1/CHC 2DP/CHC 2DF).</p> <p>To fully implement the accommodations as outlined in the IEP for those students who are eligible, such as scribing. Furthermore, to continue to support those students transitioning to R.S. McLaughlin from OCCI and E.L.L. learners in their E.Q.A.O. testing and academic achievements.</p> <p>If teachers initiate a Best Buddies program, then all students will gain a knowledge of the importance and benefit of living in community.</p>

GOALS

ENGLISH – OSSLT				MATHEMATICS – GRADE 9 EQAO				CREDIT ACCUMULATION				DDB 4 YEAR GRADUATION METRIC		
	% INCREASE	FROM %	TO %		% INCREASE	FROM %	TO %	% STUDENTS AS OF AUG 31	% INCREASE	FROM %	TO %	% INCREASE	FROM %	TO %
OVERALL	2	81-2018	83	ACADEMIC	=	89	89	GRADE 9 – 8/8	4	86	90	10	75	85
ACADEMIC	=	94	94	APPLIED	8	62	70	GRADE 10 – 16/16	11	74	85			
APPLIED	4	64	68	ACADEMIC - SPECIAL EDUCATION	2	78	80	GRADE 11 – 24/24	20	65	85			
SPECIAL EDUCATION	1	79	80	APPLIED - SPECIAL EDUCATION	6	59	65							

STUDENT LEARNING OUTCOMES – REPORT CARD DATA INTERNAL ACCOUNTABILITY

								FOCUS GRADE 9 COURSES				FOCUS GRADE 10 COURSES			
STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %	STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %	STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %	STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %
ENG-1D	4	54	58	MATH-1D	7	63	70	GEOGRAPHY-1D	16	54	70	HISTORY-2D	24	46	70
ENG-1P	5	25	30	MATH-1P	11	59	70	GEOGRAPHY-1P	16	54	70	HISTORY-2P	14	36	50
ENG-2D	3	75	78	MATH-2D	4	71	75	SCIENCE-1D	3	67	70	SCIENCE-2D	4	71	75
ENG-2P	=	71	71	MATH-2P	26	24	50	SCIENCE-1P	18	42	60	SCIENCE-2P	17	43	60

WELL- BEING FOCI: SEF 1.7

At the beginning of the school year, Guidance counsellors will review course selections via PowerSchool and meet with grade 9 and 10 students to ensure appropriate placement in levels has occurred and students are being successful in their chosen pathways destinations. Timing of review of data at staff meeting, heads' meetings, etc. will depend upon collection of data cycles, for example, mid-term reporting in semester one and two. Interventions for students identified as being in-risk, will be monitored by the Guidance Counsellors, AR, Student Success, VPs, Main Stream teachers, Soc. and Psych. Services personnel on a weekly basis, further, being communicated to parents/guardians through various modalities afforded to the school such as, phone calls, parent-teacher interviews, Remind, Anxiety workshops to support student well-being linked to student achievement, etc.

- (1) Review and compare Student Achievement scores
- (2) Work with AEAC Grade 9 (10) and Applied Math and Grade 9 English Teachers
- (3) Review and interpret InSite Data – Demographics of Data
- (4) Faces on the Data of Special Education and Main Stream students
- (5) Continue to work with elementary school teachers in transition planning

MASS – McLaughlin Academic Support System meetings – will be held monthly to identify students with Special Education and Mental Health needs. Interventions and strategies will be put in place on case-by-case basis.

Senior Students will be counselled on Pathways destinations for the application processes and exit planning from secondary school.

INTENDED EVIDENCE OF IMPACT: SEF 5.1, 5.2, 5.3 and 5.4

If MCVI programs accordingly due to the needs of our students transitioning from Grade 8 to Grade 9, or all new students to MCVI, then the students and parents will have a better understanding of the expectations and requirements of being successful in secondary school.

- (1) Monitor student progress through student conferences and formative and summative assessments
- (2) Work with Spec. Ed., Guidance, Administration and Student Success teams (Social Worker and Psychologist)
- (3) Streamline and tweak teacher PowerSchool Grade Book entry via Data Entry, Design Down Planning and Co-Teaching
- (4) Grade 8 Day in November, Grade 8 Parents' Night in January and Grade 9 Orientation Day in Sept
- (5) May Feeder School Visits and January Course Selection Visits

If teachers are given the tools necessary to aid students with Anxiety then students will become more resilient when dealing with the effects of anxiety and the impact on learning.

- (1) Initial PD: What does anxiety look at in the classroom setting and how does it impact learning
- (2) Informational PD: Use of student voice to provide insight into the effects of anxiety on the individual
- (3) Strategic PD: Classroom strategies to aid teachers and on-going surveys to track our strategies tips for teacher use
- (4) Reflection: What are the implications of anxiety for young people over time

If an activity day with a focus on health and wellness were planned for the middle of semester one, then students and staff would be able to assess and reflect on their own mental health and practice strategies moving forward with regard to nutrition, fitness and appropriate stress levels.

If Guidance offers Post-secondary destination presentations to all Grade 12 students. Students will have a better knowledge and be better prepared to make specific destination choices and decisions. If MCVI offers a Parents' Night in September, with a focus on Grade 11 and Grade 12 Parents, then the conversations between MCVI and Parent and Student Community has commenced early in the application process. If MCVI hosts a university fair in October, students have exposure to a plethora of unique University programming options. If MCVI hosts a college and apprenticeship fair, then students have an opportunity to learn about college and trades pathways.

Ongoing communication with classroom teachers will expedite access for students and/or teachers to support to enable opportunities for success.

STUDENT LEARNING NEED (Literacy and Numeracy)

EDUCATOR LEARNING NEED (Literacy and Numeracy)

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups		LITERACY/for Identified Student Groups	
GR 9 ACADEMIC 54% (At Provincial Standard)	GR 10 ACADEMIC 75%	<ul style="list-style-type: none"> Teachers will directly teach how to write descriptive feedback 	
GR 9 APPLIED 25%	GR 10 APPLIED 71%		
SEF 4.2 Improve student achievement through effective use of descriptive feedback	SEF 4.2 Improve student achievement through effective use of descriptive feedback		
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups		NUMERACY for Identified Student Groups	
GR 9 ACADEMIC 63%	GR 10 ACADEMIC 71%	<ul style="list-style-type: none"> Teachers will provide multiple opportunities for students to master concepts through differentiated instruction 	
GR 9 APPLIED 59%	GR 10 APPLIED 24%		
SEF 4.2 Improve student achievement through multiple exposures to mathematical concepts via varied pedagogical approaches	SEF 4.2 Improve student achievement through multiple exposures to mathematical concepts via varied pedagogical approaches		

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL	STUDENT WILL
Both Disciplines: SEF 1.5, 1.6 SEF 4.2, 4.3 SEF 5.2	Both disciplines: Staff will continue to use Gradebook and align weighting categories to leverage grading practices, which demonstrate optimal student achievement – reviewing formative and summative assessments throughout the school year. Literacy: 1. LLI – use of Guided Practice, Teachers will participate in LLI training and implement in the new school year 2. AEAC – Teachers will implement AEAC support and continue to focus on descriptive feedback 3. EQAO – use of feedback and individual intervention based on practice test results Numeracy: 1. AEAC spiral instructional focus 2. Math teachers will continue to team teach and work with Board Facilitator and Coaches (including our Student Success)	<ul style="list-style-type: none"> Increase the usage (via Andrea Strype) of Chromebooks in both teacher practice and student collaborative work Application of Remind by teachers to support organization for students ILC Ontario Math On-line Homework Help Resiliency Training – Via BYOD use of students, own personal devices to organize their study routines, assignments, quizzes, tests, presentation, portfolios, sport team games, club events, etc. SEAC Laptops for Special Education students – Premier technology (assistive) Knowledge Hook – introductory, Teachers will work with Andrea Strype to implement Knowledgehook into their instructional repertoire via a cross-curricular forum to support numeracy skills acquisition Kahoot – to receive immediate feedback when preparing for quiz reviews or for upcoming tests Turn-It-In.com – on-line plagiarism software to prepare students for the understanding/guidelines around plagiarism and preparation for the standards held by colleges and universities regarding plagiarism. In-service by the Librarian and Educational Technology Lead- teacher presented to all students on Digital Citizenship and the use of technology for educational purposes Google Docs, OneNote Drive, Sharepoint, - Google Classroom, Moodle and D2L platforms Teacher webpages established for students to access course work any time anywhere 	Both Disciplines: Tailor practice to include Google Doc to promote immediate feedback for students and foster asynchronous and synchronous learning of their students (collaboration). Implement more web based platforms, digital resources, as an enhancement to support digital learning, then students will be encouraged to develop their 21 st digital numeracy and literary skills, to stay connected and to challenge them beyond the world of the school. (SEF 5.2) Literacy: 1. Continuation of the Literacy Carnival and Lunch and Learn for students to support Literacy skills. 2. Teachers will continue to provide Teacher-Student conferencing via rubrics. 3. Using descriptive feedback, provide students with additional opportunities to completion assessments as part of pre-negotiated due dates. 4. English teachers will look to LLI to assist in structuring literacy skills within the essential level curriculum. 5. AEAC English teachers will utilize support strategies to maximize student achievement. Numeracy: 1. Moderated marking of the EQAO Numeracy practice and final tests. 2. Math AEAC teachers will lead in professional develop of their case studies which lead to change in instructional	Both Disciplines: If students are provided with rich learning tasks through critical inquiry models, then students will deepen their thinking, creativity and innovation in the classroom. Blended learning and flipped learning, through descriptive feedback, will be promoted and showcased through AEAC Literacy projects and staff development. (1.6 & 4.3) Literacy: 1. Receive immediate feedback on what their specific needs are for example, interference skills on multiple-choice questions. 2. Students will improve usage of descriptive feedback for improvement. 3. Targeted students will receive additional support via Faces on the Data intervention reporting, in order to close assignment gaps at earlier stages in the semester. 4. Students will become aware of their learning strengths and areas of need via the new LLI assessments and work towards the goal for provincial standard as a bench mark for all their courses. 5. Students will learn how to co-construct success criteria and describe the elements required obtaining provincial standard. Numeracy: 1. Students studying math will continue to receive multiple opportunities to increase their achievement levels throughout on-going assessments. 2. Students will engage actively with other students and the teacher (e.g.,

	<p>3. OAME participation</p> <p>4. DDSB Math teacher leadership team participation</p>	<ul style="list-style-type: none"> • On-line courses offered at MCVI and accessible system wide for the students to access • OCAS, OUAC and OSAP application seminars • Career Cruising to support investigate studies into Career and Destination Pathways, e.g., OYAP and SHSM • Utilization of Google Read and Write 	<p>Pedagogy for example, spiralling the curriculum.</p> <ol style="list-style-type: none"> 3. Teachers will use AEAC support strategies to maximize student achievement 4. Use the Board Facilitator and Coaches to improve pedagogical practices 5. Use technology to broaden access to curriculum content, provide additional feedback and to close gaps 6. Teachers will provide students with multiple exposures to concepts and differentiated opportunities to demonstrate their learning. 	<p>ask questions, elaborate on ideas and strategies and make sense of errors).</p> <ol style="list-style-type: none"> 3. Students will reflect on and monitor their thinking to help clarify their understanding and make sense of the mathematics they are learning (e.g., compare, contrast and adjust strategies used, explain their solutions, record their mathematics processes). 4. Students will access the additional supports provided such as Math Extra Help hour, Homework Club, Student Success and On-line resources and apps assigned by the teacher.
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Aligning Principal Leadership and Monitoring MAPPING OUT THE YEAR



Literacy

Numeracy

Well-Being

Equity and Inclusion

Leveraging Digital

LITERACY GOAL:						NUMERACY GOAL:					
	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Director's Meeting	Meeting 28 th		Meeting 16 th	Meeting 13 th	Meeting 11 th	Meeting 15 th	Meeting 12 th	Meeting 26 th	Meeting 16 th	Meeting 7 th BIP/SIP	Meeting 11 th
Family of Schools	Meeting 28 th	Meeting – week of 17-21	?	Meeting – week of 19-23 SSA	Meeting – week of 17-21	Meeting – week of 21-25	Meeting – week of 19-22	Meeting – week of 4-7	Meeting – week of 23-26 SSA	Meeting – week of 13-17	Meeting – week of 17-21 SIP Moderation last week of June/ first week of July
Staff Meetings • Division & Department	30 th PD	4 th	1 st	5 th	3 rd	7 th	4 th	4 th	1 st	6 th	3 rd
School Improvement Team	Emergency/Traumatic Response Team Meeting	24 th	29 th	26 th	17 th	28 th	25 th	25 th	29 th	27 th	17 th
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations	Site inspection and safety planning	Prep PD for Spec. Ed, TECH and LLI	5 th	7 th							
Faces on the Data	Aug 23, review Student Success data	15 th	11 th	1 st SCC Meeting			SCC Meeting			SCC Meeting	
School Self-Assessment (SSA)	Review findings after semester 2 data is stored	Assessment – A Whole School Approach Workshop Monday, September 24 and Tuesday, September 25, 2018	Present at staff meeting	SSA Due November 30, 2018					SSA Due April 1, 2019		SSA Due June 7, 2019
School-Wide Consolidation (EQAO, OSSLT Plan)	Final Lit and Numeracy scores to review	Literacy Committee Meeting TBA	Practice Mock Test #1	Moderated Marking	Literacy Interventions Group A	Practice Mock Test #2	Moderated Marking	Literacy Interventions Group B		Timetable planning for students going into the OLC 4O1 course	
Professional Learning • BCI (AEAC)	Dates TBA – Gradebook review	L- 13 N9- 17 N10 - 18	L- 31	N9- 14 N10 - 13		N9- 18 N10 - 14	L-19 N9- 13 N10 – 14	L- 18	N9- 18 N10 - 17		N9- 17 N10 - 10

Professional Learning <ul style="list-style-type: none"> • Workshops/Training • Projects/Initiatives 	Review of semester 2 data with staff	Innovative Courtyard project and Moderns Dept. classrooms	LLI and AEAC	LLI and AEAC							
Budget/Expenditures	Block Budget to support 2 additional Spec. Ed and innovative classrooms	Set up of PLP #3 and new PLP#5	Review with Dept. Heads	Finalize the SIP up against the Budget							