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: Lockview High School   **School Year: 2018-2019**

Principal: Bernie MacEachern   **Student Enrollment: 1212**

Goal: To improve student achievement in all subjects through differentiated instructional and assessment practices.			
Student Evidence *(performance measure(s))*	**Where did you begin?** *(baseline year and results)*	**Where do you want to be?** *(target)*	**Where are you now?** *(progress)*
NSE 10 (Reading)	**2017-18** Level 1: 2% Level 2: 13% Level 3: 75% Level 4: 10% Levels 3+4: 85%	Improvement from baseline Grade 8 to 10 cohort comparison improvement	In progress of implementing new teaching and assessment practices in the hopes that students will get more support and opportunities to engage more with their own learning.
ENGLISH 10	**2017-18** (N=271) 0-24%: 1% 25-49%: 1% 50-74%: 34% 75-100%: 64%	Improvement from baseline	All subject teachers are implementing more opportunities for more clear and direct feedback, examples of expected products and tasks and more choices on how students can demonstrate their learning.
What did you do this year to support this goal? *(assessment for learning, instruction and learning team focus, and PD)*			

September to November
Our staff explored what our strengths and challenges are in terms of assessment, student writing skills and cultural proficiency.   We worked as a whole staff and within our departments to examine and reflect on what we can do differently in order to create more student success.

We submitted our goals and received approval to proceed with creating strategies and methods of measurement as we work towards achieving our goals.

November to February

Staff was asked to suggest strategies that we could implement within our teaching methods that would help to increase students' academic achievement results.   We used staff meetings, professional development time and department meeting time to discuss and suggest strategies that could be implemented school wide within our teaching practices that would allow us to build on our students' academic achievement within our assessment and instructional practices.

Within department's staff members came up with lists of strategies that they thought would help increase student achievement and help to create a more culturally proficient learning environment.   The SSP lead team then met to examine the strategies suggested and created a list of the most common strategies that departments submitted.   The lead team then presented the strategies to our Leadership team for discussion prior to submitting them for approval to personnel at the Halifax Regional Centre for Education.

We submitted our strategies and received approval. We then presented them to staff during our staff meeting and our School Advisory Council on February 12, 2019. Staff was given time in their departments to look over the strategies and discuss them with their department heads about what this is going to look like. Our strategies are as follows:

Goal 1: To improve student achievement in all subjects through differentiated instructional and assessment practices.

Strategies:

A. Teachers will provide clear and concise written and oral feedback on both formative and summative assessments.

B. Teachers will provide exemplars that demonstrate a range of expectations for student work.

    - expectations for in-class communication work (i..e short answer or reflections)
    -expectations for large or major assessments (i.e.- brochures and other constructed projects, presentations, lab reports, etc)

C. Teachers will provide choice when possible on assessments, and will offer a variety of instructional methods.

    - offer choices to students when they are representing their learning/ understanding
    - offer students a variety of questions
    - implement more student conferencing, workshops, student lead collaboration

D. Teachers will use appropriate and clear language for their expectations.

    - Use student friendly language for criteria
    - ensure that the language used, matches the expectations for the task (i.e. if not
      evaluating) an essay, perhaps extended response is a better descriptor for the
      tasks

We had posters made of our goals and strategies to be posted in all of our classrooms.   Department heads were given the task of introducing the strategies to their department members during department meeting time.   Staff was then directed to start implementing strategies. Some started with a few, while others selected one or two to begin with.   We advertised our strategies so that parents, students and community were aware of the strategies that were developed and implemented via staff meetings, department meetings, professional development times, SAC meetings, and posting information on our school website.

<u>May to June</u>

We structured our professional development time for the April half day and full PD day as well as the May PD full day to incorporate sessions on differentiation, effective feedback and culturally relevant proficiency.   We had staff work in small groups with a focus on how to implement our strategies   such as how to differentiate their current instructional and assessment practices and how to provide students with more effective feedback.   Staff will continue to implement the list of strategies we created to increase our students' academic achievement and prepare for continuing this plan of implementation for the upcoming school year.

Goal: To improve student achievement in writing with a focus on proper use of language and conventions in the respective subject areas.

Student Evidence (performance measure(s))	Where did you begin? (baseline year and results)	Where do you want to be? (target)	Where are you now? (progress)
NSE 10 (Writing Language Use)	**2017-18** Level 1: 2% Level 2: 23% Level 3: 66% Level 4: 10% Levels 3+4: 76%	Improvement from baseline Grade 8 to 10 cohort comparison improvement	Our staff is in the process of a cultural shift in terms of assessment, differentiation and cultural proficiency. Discussions and reflections are ongoing about how and why we are assessing our students, this has lead us to our current goals and strategies that focus on changing our teaching and assessment practices.
NSE 10 (Writing Conventions)	**2017-18** Level 1: 1% Level 2: 32% Level 3: 58% Level 4: 8% Levels 3+4: 66%	Improvement from baseline Grade 8 to 10 cohort comparison improvement	We hope to create an environment in which our students will have more success with the changes we are making in our teaching and assessment methods.

What did you do this year to support this goal?
(assessment for learning, instruction and learning team focus, and PD)

Goal 2: To improve student achievement in writing with a focus on proper use of language and conventions in the respective subject areas.

Using the same procedures and time line as described above, staff developed the following strategies to support our second goal.

Strategies:

A.   Teachers will communicate with students about what appropriate writing conventions looks like in their subject/ course and provide examples.

B.   Teachers will differentiate between what is being assessed and what is expected in their written assignments and communicate the difference between the two.

C.   Teachers will provide exemplars of appropriate and effective written expectations. (Same as above- but a focus on written products)

- We have had literacy coaches come in from the board to work with department members during professional development times to help our staff with the implementation our strategies.
- We continuously examine our students' scores on assessments and exams.
- Monthly we look at the list our school registrar compiles of students who are failing so we are able to intervene and get them support so they can be successful.
- We encourage teachers to build common assessments offering students choices and a variety of questions.

We promote reflection of teaching practices and flexibility of how curriculum and assessments are delivered.

Date shared with SAC *[10/06/2019]*