

Maple High School Plan for Continuous Improvement 2008-2009

Principal – John Tsourounis

	Goal	Target	Strategies
Student Success and Curriculum Implementation	To see an increased score on the OSSLT.	<ul style="list-style-type: none"> Increase OSSLT 2009 results by a minimum of 2%. 	<ul style="list-style-type: none"> Continue the implementation of literacy strategies across all subject areas. The literacy team will work with staff on in class modelling and support, PD, open classroom visits. Test preparation activities (including writing & test tips lesson in grade 10 classes, literacy teacher helping at risk students, After School Literacy program, etc.). Continue literacy initiatives for all at-risk students. Integrate OSSLT test content into curriculum. Included in department plans and updated regularly. Use walk through training as a basis of on-going teacher feedback. Conduct action research, review findings and making informed improvements to student learning Continued professional development at staff meetings with the support of literacy teachers and consultants. Literacy embedded in curriculum to support skills on the test. <u>Include a practise test –and reinforce the importance of the skills continuum through all departments</u>
	To extend literacy skills of all staff and students including an increase <u>a greater integration and use of technology into curriculum instruction— smartboard, moodle, ABEL, podcasting, websites</u>	<ul style="list-style-type: none"> The number of requested classroom literacy demonstrations by the literacy teachers. Results of literacy strategy implementation survey. Increase use of technology as an instructional tool by the classroom teacher. Create four additional technology enabled classrooms. 	<ul style="list-style-type: none"> Model cross subject skills in classes (Literacy Teacher, teacher walk through PD). Develop department plans that help support the implementation of literacy strategies. Expand participation in board wide literacy opportunities to included all departments. Continue PD to staff through the Literacy Committee, Digital Literacy & Literacy Collaborative Team. Continue to develop professional learning community. Through focused staff meetings, P.D. day workshops, use of curriculum days to give staff opportunities to share expertise, role model lessons, visit colleague classrooms and shared professional reading. Use assessment for learning (all teachers, TPA, Department Plans and Annual Learning Plans). Department Heads as instructional leaders (through sharing of resources, mentoring and dissemination of information). Use both subject specific and generic Think Literacy documents as part of unit and lesson planning. <u>Encourage staff to share success and strategies that they have had by integrating more technology into their planning – share at staff meetings, PD days, lunch learns etc.</u>
	To increase numeracy skills of all students.	<ul style="list-style-type: none"> Increase the number of students in level 3 and above by 2% for academic and applied students on Grade 9 EQAO. Increase students successfully completing Applied/College Math courses by at least 2%. 	<ul style="list-style-type: none"> Continue to implement numeracy strategies across all subject areas as part of literacy / numeracy support team. Continue to provide after school and lunch time extra help in math (numeracy teacher and math department). Continue grade 8 math diagnostic to inform placement in grade 9 math classes. Make a concerted effort to place all students in the appropriate level based on the math diagnostic, teacher recommendation and guidance support through transition/pathways partnerships and liaison with elementary schools. Continue to schedule the grade 9 nine math exam just prior to the EQAO test. To encourage students to participate in math contests. YRDSB Leading Math Success resource. Grouping at risk students with selected teacher and resource support (student success, 16 credits by grade 10, hand timetabling).

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	Reinforce the respect for all destinations amongst staff and students--- increase staff	<ul style="list-style-type: none"> • Increase number of students enrolled in Workplace, College courses, Co-op program, Alternative Education and Technology programs. 	<ul style="list-style-type: none"> • Communicate to parents and students the value of varied pathways to success through bulletin, website and open houses. • Continued participation in PD about Pathways to Success. • To provide meaningful transition opportunities. • Transition team meetings to discuss the results/patterns emerging from activities.
	awareness of the needs and provide more support	<ul style="list-style-type: none"> • Increase the number of job shadow/twinned students completing activity. • Increase the rate of students placed appropriately 	<ul style="list-style-type: none"> • Monitor student feedback to adjust content and timing. • Incorporate essential workplace skills into all courses. • Ministry and YRDSB documents on Pathways to Success. • Provide more support for ELL learners through Student Success –promote ELL versions of appropriate courses
Student Success and Curriculum	Increase student engagement	<ul style="list-style-type: none"> • Increase in credit obtainment, grade and class averages. • Increase student punctuality rate by 2% - 5%. • Increase student attendance by 2% - 5%. 	<ul style="list-style-type: none"> • Staff members as a learning community. • Board programs/workshops. • Various professional literature. • Using strategies to address the gender gap across all courses –exploring the possibility of trying some grade 9 gender specific courses to collect data for the 08-09 school year • Staff members continuing to use strategies shared by the committee at the staff meetings and other PD sessions. • Use of digital literacy to engage learners.
	Increase credit accumulation by the end of grade 10	<ul style="list-style-type: none"> • Credit accumulation at the end of Grade 10. • Report card and SAS data. • 85% of 16 year old students have 16 or more credits. 	<ul style="list-style-type: none"> • Parent involvement in placing students in appropriate courses with counselling through administration, guidance and teachers. • Continue PD of Instructional Intelligence and Assessment and Evaluation strategies. • 16 in 2 initiative. • Monitoring student placement and success using Cognos Reportnet, SAS reports and Student Success teachers. • Continued purposeful use of EA/CYW support staff.
Parent and Community Involvement	Increased community engagement	<ul style="list-style-type: none"> • Increase number and range of co-op placements. • Increase involvement in job shadowing and twinning. 	<ul style="list-style-type: none"> • New School to Work Case Study promotional materials. • Continue to track data from grade 8 through 9/10 for results. • All departments to incorporate essential skills into subject areas. • Collaboration of guidance, co-operative education, alternative education and administration. • Work together with community resources to increase student opportunities through various different pathways –intensive support, work experience, apprenticeships
	Increase parent involvement in school community	<ul style="list-style-type: none"> • Attendance at parent nights, community forums, school council and open houses. • Number of parent e-mail in SAS. • Website hit counter. 	<ul style="list-style-type: none"> • Update data on languages spoken at home. • Increase communication between school and home through website, e-mail. • Organize parent forums through community liaisons. • Explore alternative start times and format to meet community needs. • Community liaison with gr. 8 parents • Increase communication through website, email, phone calls, etc. • Community and Cultural Services support and translation services.

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	Increase links with community agencies and local business	<ul style="list-style-type: none"> • Increase attendance at school council forum. • School representation at community forums. • Increase the number of, and participation in, community sponsored events. 	<ul style="list-style-type: none"> • Work with Community Liaison Services. • Continue liaison with local businesses through co-operative education, alternative education and OYAP. • <u>Welcome centre</u> • <u>Breakfast club beginning to provide opportunities for our kids that don't get a chance to eat in the morning for various reasons</u>
	Continue transition links with feeder schools	<ul style="list-style-type: none"> • Maintain the number of visits of the grade 8 students to Maple High School and Maple H.S. staff visiting the feeder schools. • ESP survey results. • Grade 9 midterm and final marks. 	<ul style="list-style-type: none"> • Frequent dialogue with feeder school staff and administration to review course requirements and appropriate placements. • Diagnostic test given to grade 8 students –feedback discussed with / parents. • <u>Regular meetings with Educational Partnership Schools</u> • <u>Gr. 8 to H.S. day – have gr. 8's over during a school day so that they can see programs in action –take kids to work day used</u> • <u>Gr. 9 Early start program in September</u>
	All staff will contribute to the development and implementation of School Plan for Continuous Improvement	<ul style="list-style-type: none"> • All department plans embrace and implement the school plan. • All Annual Learning Plans address aspects of the school plan. • All TPA processes will review the implementation. 	<ul style="list-style-type: none"> • Discussions in department meetings. • Through TPA process, teachers demonstrate and articulate their understanding and use of instructional intelligence and assessment and evaluation strategies. • Include elements of School Plan in lesson planning and Annual Learning Plan. • Further develop teacher mentoring/induction program.
School Climate	Create a safe and inviting learning environment for students and staff	<ul style="list-style-type: none"> • Decrease in suspension by 10%. • Decrease in expulsion to zero. • Increase in student attendance by 10%. • Increase in student punctuality by 10%. • Character education development consistency demonstrated by all staff and students. • Embed restorative practices into the culture of the school and instructional practices. 	<ul style="list-style-type: none"> • Consistent enforcement of school policies and implement revised attendance procedures. • Communication to parents through website/agenda book/school council/parent forums, synervice and e-bulletin. • Grade 9 orientation to familiarize students with rules and procedures. • Wide variety of extra curricular activities. • Reinforced Safe Schools Policy in homeroom, assemblies and collected signed policy. • Student Mentorship Programs. Starting in 2007-08 all Grade 9 incoming students are connected with a Peer Mentor. • Increase staff awareness of Peer Mediation Program through PD of referral and program criteria. • Collect and review ESP/student surveys to make informed decisions. • Focus on building Restorative Practices into school's way of doing business and including it in student discipline/ character development. • Provide comprehensive Tribes training to staff. Extend Tribe principles and practices to all staff through PD opportunities. • Work with Community Liaison Officers to create cultural links to the community and help with translations.

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	Higher level of student citizenship and leadership within the school and the community	<ul style="list-style-type: none"> • Increase student involvement in student council and school activities. • Reduce student referrals/suspension rates • Increase awareness in ESP and peer mediation • Decrease calls from community regarding student behaviour. 	<ul style="list-style-type: none"> • Continuous explicit teaching of character traits, opportunities to put traits into action in the classroom. • Increase profile of Character Education for 2007-08. Various themes integrated regularly into assemblies, announcements, E Bulletins, News Letters, more Visual Reinforcement in the school re: Character Traits – more focused approach by Character Ed. committee. • Increase promotion of co-curricular activities. • <u>Integrate into program through DRAMA, ART, MUSIC</u> • Provide opportunities for student leadership education (BLITS Conference, peer mentors). • Promotion of community responsibility through events led by groups such as Helping Hands. • <u>Police Youth Forum --to involve students at risk socially/ behaviourally –and academically</u> • <u>20 minute make over – a continuation of school involvement in this initiative</u>