

**CONTINUOUS LEARNING & IMPROVEMENT  
SECONDARY SCHOOL ANNUAL PLAN  
2017-2018**

**SCHOOL: DUNDAS VALLEY SECONDARY SCHOOL**

**HWDSB STUDENT WELL-BEING & ACHIEVEMENT TARGETS**

POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
	MATHEMATICS	GRADUATING
Every school and department will improve the number of staff and students feeling safe, supported and accepted from the August 2017 baseline.	At least 65% of students achieving at or above provincial standard as measured by Gr. 3, 6, 9 EQAO Assessment.	At least 83% of the 2013-14 cohort (staying in HWDSB) will graduate within 5 years by August 2018.

**SCHOOL LEVEL STUDENT WELL-BEING & ACHIEVEMENT DATA SUMMARY**

Summarize most current and critical data highlighting student well-being and achievement.

POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT																								
	MATHEMATICS	GRADUATING																							
e.g. Attendance, Learning Skills, Student/Staff Voice Data, etc.	e.g. Gr. 9 & 10 Math Results, EQAO Results, etc.	e.g. Yr. 4 & 5 Cohort Data, Gr. 9 & 10 English Results, OSSLT Results																							
<ul style="list-style-type: none"> <li>92 Students out of 919 (10%) of our students have 2 or more progressing with difficulty on their progress report.</li> <li>Learning Skills – there isn't a report for this but - As a staff we are all using growing success and PD to build capacity and inform our instructional practices so that students can identify and reflect on their strengths and areas needed for improvement. Self-assessments and making the learning visible are a priority as we set targets of having our students improving their understanding of goal setting, problem solving, and self-advocacy.</li> <li>Attendance rates - Susan can get this information.</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th></th> <th>Applied</th> <th>Academic</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Achievement at or above the provincial standard</td> <td>Dundas Valley Secondary</td> <td>50% (+23%)*</td> <td>85% (+3%)*</td> </tr> <tr> <td>HWDSB</td> <td>37%</td> <td>80%</td> </tr> <tr> <td>Province</td> <td>44%</td> <td>83%</td> </tr> </tbody> </table> <p>*compared to previous year Cohort Data: Math results for the 36 students in the applied course: · 8% (3) met the provincial standard in Grade 6 and Grade 9 · 44% (16) did not meet the standard in Grade 6 but met it in Grade 9 (Level 3) 3% (1) met the standard in Grade 6 (level 3) but did not meet it in Grade 9</p>			Applied	Academic	Achievement at or above the provincial standard	Dundas Valley Secondary	50% (+23%)*	85% (+3%)*	HWDSB	37%	80%	Province	44%	83%	<p>-93% of our grade 12's (4 &amp; 5 year cohorts) are on track to graduate in June 2018 -251 grad list as of October 2017 -11 students are in special class -19 students are considered in-risk with less than 22 credits in September 2017</p> <p><b>OSSLT Results 2017</b></p> <table border="1"> <thead> <tr> <th></th> <th>First Time Eligible</th> <th>Previously Eligible</th> </tr> </thead> <tbody> <tr> <td>Fully Participated</td> <td>95%</td> <td>40%</td> </tr> <tr> <td>Achieved L3 or L4</td> <td>80% (Board =73%)</td> <td>52%</td> </tr> </tbody> </table> <p>-Number of students who wrote 222 -English language learners (0%) -Students with special education needs (excluding gifted) 21%</p>		First Time Eligible	Previously Eligible	Fully Participated	95%	40%	Achieved L3 or L4	80% (Board =73%)	52%
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## Math EQAO

		Applied	Academic
Behavior & Attitudes	I like math	28%	68%
	I am good at math	32%	59%

Applied Results - Students attitudes towards math do not match with their success and achievement. (see below)

Academic Results - Show positive attitudes and behaviour towards math which correlates to achievement levels.

## OSSLT

	First Time Eligible	Previously Eligible
3-5 hours reading websites, emails, texts, blogs, etc	22%	35%
1-3 hours	30%	29%
1 hour or less	10%	29%
3-5 hours writing on social media or texting outside of school	22%	18%
1-3 hours	29%	12%
1 hour or less	21%	12%
Most popular reading	Novels, fiction, short stories	Song lyrics and poems
Most popular writing	Social media	Social media

The mathematics results for the 114 students in the academic course in the cohort are as follows:

- 71% (81) met the provincial standard in Grade 6 and Grade 9 (level 3)
- 14% (16) did not meet the standard in Grade 6 but met it in Grade 9 (level 3)
- 4% (5) met the standard in Grade 6 (level 3) but did not meet it in Grade 9

- Students with special education needs receiving accommodations (excluding gifted) 19%
- Students who speak only or mostly a language (or languages) other than English at home (1%)
- DVSS defer rate is low (2%) compared to board (7%) and province (5%) for FTE
- DVSS defer rate is very low (0%) compared to board (12%) and province (13%) for PE
- 27% of PE students were absent

### Cohort data:

The reading results for the 193 students in the cohort are as follows:

- 71% (137) met the provincial standard in Grade 6 and were successful on the OSSLT
- 7% (14) did not meet the standard in Grade 6 but were successful on the OSSLT
- 15% (28) met the standard in Grade 6 but were not successful on the OSSLT
- 7% (14) did not meet the standard in Grade 6 and were not successful on the OSSLT.

The writing results for the 193 students in the cohort are as follows:

- 70% (135) met the provincial standard in Grade 6 and were successful on the OSSLT
- 8% (16) did not meet the standard in Grade 6 but were successful on the OSSLT
- 12% (23) met the standard in Grade 6 but were not successful on the OSSLT
- 10% (19) did not meet the standard in Grade 6 and were not successful on the OSSLT.

### IIR report Test Data:

Students with Missing Materials/Work (left parts or all of the booklet blank): FTE = 5, \* PE = 17\*

\* All students with blank tests were absent

91% success for FTE students who were taking academic English (board =89%)  
38% success for FTE students who were taking applied English (board =31%)

FTE Data Report:

Explicit Reading Skills (MC) – 76% of all students were successful on the MC questions (7)  
Implicit Reading Skills (MC) – 80% of all students who wrote were successful on the MC questions (18)  
Implicit Reading Skills (OR) – 68% of all students who wrote were successful on the OR questions (2)  
Making Connections (MC) – 72% of all students who wrote were successful with MC questions (8)  
Making Connections (OR) – 75% of all students who wrote were successful on the OR questions (4)  
Writing – Topic Development (LW) – 77% of all students who wrote were successful on the LW questions (2)  
Writing – Topic Development (MC) – % of all students who wrote were successful on the LW questions (6)  
Writing conventions (MC/SW) – 93% of all students who wrote were successful on the short written responses (6)  
Writing Conventions (LW) – 85% of all students who wrote were successful on the short written responses (2)

PE Data Report:

Explicit Reading Skills (MC) – 67% of all students were successful on the MC questions (7)  
Implicit Reading Skills (MC) – 71% of all students who wrote were successful on the MC questions (18)  
Implicit Reading Skills (OR) – 62% of all students who wrote were successful on the OR questions (2)  
Making Connections (MC) – 66% of all students who wrote were successful with MC questions (8)  
Making Connections (OR) – 65% of all students who wrote were successful on the OR questions (4)  
Writing – Topic Development (LW) – 63% of all students who wrote were successful on the LW questions (2)  
Writing – Topic Development (MC) – 67% of all students who wrote were successful on the MC questions (6)  
Writing conventions (MC/SW) – 72% of all students who wrote were successful on the short written responses (6)  
Writing Conventions (LW) – 71% of all students who wrote were successful on the short written responses (2)

**Actions to Support our students who will be writing the OSST this year -**

		<p>We are running an OSSLT prep course and a homework club from mid-November until March – targeting the FTE students in grade 10 who achieved a level 2 on their grade 6 EQAO reading and writing as well as our PE students who are going to re-write the test this March. These two programs are in addition to the already existing supports that the school provides leading up to the test. (Classroom visits, practice testing, literacy support mini-lessons, feedback, appropriate accommodations).</p>
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**SCHOOL LEVEL STUDENT WELL-BEING & ACHIEVEMENT TARGETS**

<b>POSITIVE CULTURE &amp; WELL-BEING</b>	<b>STUDENT LEARNING &amp; ACHIEVEMENT</b>	
	<b>MATHEMATICS</b>	<b>GRADUATING</b>
<p><a href="#">Instructional Strategies Graphic</a></p> <p><a href="#">Katz's Strategies in Weekly Memo #4</a></p> <p><a href="#">Measuring: One to the World approach</a></p>	<p><b><u>Our Vision 2017/2018</u></b></p> <p><b>The desired areas of impact on these marker students are: to improve their basic numeracy skills, to improve their ability in making connections, to increase their conversations about Math, to leverage digital to assist in improving their learning skills, and to see an overall improvement in their attitudes towards Math.</b></p> <p><b><u>September 2017</u></b></p> <p>The department targets are:</p> <ul style="list-style-type: none"> <li>- To assess gaps and provide strategies for gap closing (e.g. skill building using Gizmos, math games, multiple level exit cards, etc.)</li> <li>- To recognize if gaps are in skills versus procedures</li> </ul>	<p><b><u>ARTS DEPARTMENT</u></b></p> <p><i>SHSM Report HWDSB for DVSS A&amp;C (September 2017)</i></p> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• 3 students graduated with the Red Seal;</li> <li>• grad rate = 60% (40% of grade 12s enrolled in our SHSM did not graduate with it)</li> <li>• Provincial grad rate not available yet</li> <li>• 16 students enrolled (grades 11 and 12)</li> </ul> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>• grad rate = 89% when the Provincial was 49%</li> <li>• 13 students enrolled (grades 11 and 12)</li> </ul> <p><b>Vision:</b> Every semester includes an experiential learning opportunity that meets the Ministry A&amp;C SHSM <i>certification or reach ahead</i> requirements for Arts students and invites understanding and appreciation of the five Arts disciplines in our DVSS Digital Arts High Skills Major program.</p> <p><b><u>Premiere's Report Highly Skilled Workforce (Summary)</u></b></p> <p>Experiential Learning and Mentorship</p> <ul style="list-style-type: none"> <li>• 3.1 Expand Ontario's Specialist High Skills Majors Program to 25% of all students in grades 11 and 12 in the next three years to expose more high school students to opportunities in the workforce.</li> <li>• 3.2 Expand experiential learning by ensuring that every student has at least one experiential learning opportunity by the end of high school and one opportunity by the end of post-secondary education. A process to streamline</li> </ul>

	<ul style="list-style-type: none"> <li>- To continue to increase our knowledge of and abilities in effective learning skills strategies.</li> <li>- For both teachers and students to become more comfortable with using technology as a learning tool</li> </ul> <p>From September to mid-semester our marker students should:</p> <ul style="list-style-type: none"> <li>- self assess/evaluate their learning skills prior to each reporting period</li> <li>- be aware of their learning skill strengths and weaknesses.</li> <li>- improve their overall learning skills and be able to communicate their own improvement</li> <li>- see an improvement in coming to class prepared, more engaged, in being more focused in class, and in putting forth a more consistent effort</li> </ul>	<p>matching students to employers should also be developed.</p> <p><b>Action Plan (TARGETS):</b> We will bring Artists and Experts into our classrooms as well as take students on field trips to artistically rich institutions and locations in each semester.</p> <p>We will ensure the SHSM program is accurately promoted and is invitational to students, staff, families, and the community.</p> <p><b><u>DEPARTMENT: Learning Resource</u></b> <b><i>STRIVE SAE</i></b></p> <p><b>Vision:</b> To improve student attendance, engagement and achievement in our STRIVE SAE program.</p> <p><b>Incentives:</b> Our department will be contributing to our HWDSB goal of at least 82% of the 12/13 cohort (staying in HWDSB) will graduate within 5 years</p> <p><b>Resources:</b> Technology: iPads and apps, access to a blended learning platform, 21st Century Learning Consultants, teacher developed Student Learner Profiles, teacher-generated lessons, grade 9/10 teachers, dedicated time to work with staff at PD days, learning skill prompt poster.</p> <p><b>Action Plan (TARGETS):</b> <b>CYCLE 1 September - November</b></p> <ul style="list-style-type: none"> <li>● Outline each new course as a series of demonstrations of the Overall Expectations of the Ontario curriculum and use student voice opportunities to have students co-design their demonstrations of the overall expectations.</li> <li>● Support all students to set daily / weekly goals for achievement.</li> <li>● Develop Student Learner Profiles for every student to assist in getting to know our learners, promote teacher communication and the development of customized programming.</li> <li>● <b>TARGET:</b> Increase the number of STRIVE SAE</li> </ul>
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students who earn a minimum of 1 credit by the end of semester 1 from 63% to 100%

**DEPARTMENT: CWS**

***Vision:***

***Department goals align with HWDSB strategic goals and school CLP - support students with credit accumulation, closing skill gaps, achieving to full potential***

***Action Plan (TARGETS):***

- ***Use best practices and access student services for support***
- ***align practices with suggested accommodations on IEPs, collaborate with LRT, communicate with parents - know our learners***
- ***By preliminary reporting period, select marker students to target closing skill gaps based on assessment***
- ***Differentiate instruction and assessment to support learning for all students***

**Math Department**

**June Reflection 2016**

- In both 3M classes, an increased use of diagnostic tasks and exit cards were piloted
- Marker students did demonstrate a slight increase in confidence, “on-task” time, and task completion
- They also demonstrated a change in attitude towards their problem solving as observed in both conversations and product
- Only one binder was created with previous math final marks obtained
- Dept. discussion that binder should also contain:
  1. Any helpful comments/suggestions for marker students

2. Student attendance

- A need for a digital location for sharing of information led to the creation of our new DVSS Math Department Team Site. Building a repository of resources, best practices, activities, etc.

September 2016

Vision: *To build professional knowledge and capacity within the department to focus on students achieving the curriculum expectations.*

*To improve/maintain the number of students continuing to choose and be successful in math courses throughout their 4 or 5 years.*

Action Plan: *Diagnosed 2 or 3 marker students at Level 2 and work on bringing them up to Level 3 through our understanding of the Assessment Continuum (Success Criteria and Descriptive Feedback).*

*For our marker students we will identify any deficiencies in basic skill development, increase retention of learned skills, and increase problem solving ability.*

**Tech DEpartment:**

June 2016 Reflection:

'Marker' students or those who were at risk or not achieving provincial standard (level 3) were given the space and extra time to demonstrate course requirements. Communication was open and clear with students, and home. All marker students achieved a credit and expressed an interest in other tech courses (increased engagement), but only one achieved a level 3.

September 2017 Update:

More work will be needed to investigate moving students from a level 2 to 3, and working with the data from marker students. Former Grade 8

students from Dr. Seaton School are now in Grade 9 Tech classes. Did this program improve engagement, learning, and achievement? Continue program and in consultation with Grade 8 teachers, identify those at risk and follow marker students. Department members expressed a need for a common tracking tool or more clarification on collecting / reporting the progress of marker students.

**DEPARTMENT: HPE**

**June Reflection** - An overall improvement was observed in student participation and engagement. Achievement data for HPE courses showed that we have a 99% pass rate. Only 5/421 (1%) achieved below 50%. 3% achieving at level 1, 8% at level 2, 38% at level 3, and 50% at a level 4. Assessment strategies were effective as more students were actively engaged and participating while demonstrating a greater understanding of curriculum expectations and student learning and achievement improved overall. Students were able to build strategies and skills and identify their personal strengths and areas needed for improvement though “gradual release of responsibility” (HY strategy)

**Sept. 2017** - The most current and critical data for student achievement is drawn from Student Engagement/Participation - Through diagnostic assessments using daily attendance and participation data (self assess/self evaluations at the end of units) teachers are able to determine student learning and achievement in order to form a basis for their assessment practices and use feedback as a motivator so that students can identify their strengths and needs and begin



		<p>to set goals and monitor and measure progress, improvement, and achievement . Some of the questions that teachers and students are assessing include - Are students coming to class prepared? Are they putting forth effort on a daily basis? Are they working collaboratively? Are they participating in a vigorous manner? Are they able to successfully perform movement skills? etc.</p> <p>Teachers will use the new learning skills assessment, course outlines, tracking sheets for daily participation, safety, fitness goals, and movements skills competence, and begin to build consistent language and practices around formative (end of unit and semester) evaluations.</p> <p><b>2017-2018 TARGET GOAL-</b> Students will improve their overall learning skills, meet or exceed their personal goals, and demonstrate a greater understanding of the overall curriculum expectations in AI, MC, and HL.</p> <p><b>SEPTEMBER VISION:</b> HPE teachers will continue to focus on student engagement and participation using a variety of assessment strategies to increase student engagement and achievement with our marker students. Using instructional strategies, HY strategies such as feedback, gradual release of response, and technology (a variety of apps such as notability, calendar, explain everything, Bam Video Delay, i-movie, the Hub, etc) as a tool to increase student understanding, improvement, and</p>
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achievement. Teachers will continue to differentiate the learning and provide ongoing assessment and immediate feedback to students so that they can be involved in the process of learning and improving their skills and understanding.

**ACTION (TARGETS):** By the end of the semester 92% of all our students will be meeting or exceeding the provincial standard. Achieving a level 3 or higher.

Students will be self assessing/peer assessing Active Living Strands (daily participation and effort), movement skills (through video analysis), and learning skills (in HPE language) on a unit to unit basis and they will monitor and track their improvement(s) achievement. They will have more relevant and current topics delivered in Healthy Living Strands - incorporating more student voice, choice, and experts on the topics covered in health class.

***Vision:***

- 1. To increase student engagement and achievement using meaningful activities that will increase "regular attendance & active participation".***
- 2. To increase student engagement & improve student learning and demonstration of understanding concepts embedded in healthy living strands. (Boys HPE Focus)***

***Action Plan (TARGETS):***

- 1. Using assessment strategies such as observation, conversation, and final products to provide students with immediate, positive, and descriptive feedback which will allow students to focus on improving their assessment as learning.**
- 2. To motivate and inspire students to become more engaged and more willing to participate on a daily regular basis through meaningful tasks embedded with student voice and ongoing communication and feedback between teacher and students.**

Evidence: Assessment continuum, Learning Skills - Initiative, Self Regulation. Achievement data. Observations, Conversations, and final products. Understanding of HL strands and curriculum expectations.

### **HUMANITIES**

**Vision:** We will develop instructional strategies that will focus on the following curriculum action verbs: Analyse and Evaluate & Assess as these are higher order thinking gaps that we have observed in our 2016-2017 data

**Resources:** Individual teachers have developed strategies that related to the action verbs “compare”, “explain” and “demonstrate an understanding” Collaboration technology such as Google Docs will help us create shared work

#### **Action Plan (TARGETS):**

**1)** develop 1-2 tools for students to use the develop their abilities in “analysing” and “evaluating and assessing”

- 2) develop 1-2 different formative assessments for “analysing” and “evaluating and assessing”
- 3) develop 1-2 summative assessments that require students to “analyse” and “evaluate and assess”
- 4) Reflect and make changes for Semester 2

**DEPARTMENT: Music**

**Vision:**

To continue to build professional knowledge and capacity within the department to focus on improving student achievement.

**Action Plan (TARGETS):**

We are targeting 6 students at Level 2 struggling in the area of Music Theory and working on bringing them up to Level 3 through our understanding of the Assessment Continuum (Success Criteria & Descriptive Feedback) and Metacognitive Strategies (getting students to reflect on their own methodology).

In creating a safe environment in our music rooms at lunch we are able to provide extra assistance to students for clarification, extra feedback and further assessment and evaluation.

**DEPARTMENT: Music**

**Skills:**

Students struggle with MUSICAL language and symbols making it difficult to make connections and perform on their instrument.

They struggle with the generating questions aspect of Inquiry Learning; they struggle with self assessment and reflection (looking back and seeing steps for improving skills)

**Action Plan (TARGETS):**

		<p>Diagnostic activities to generate individual descriptive feedback to help students to better understand how make connections WHEN learning musical language (theory) and applying it to performing music on their instrument.</p> <p>We have continued to use D2L and some music theory/notation/creation apps (software- “Breezin Through Theory” and “Noteflight Notation/Creation Software/app”) to assist students with direct (electronic) feedback (in app scores, teacher feedback through Hub- “Notability, Videos, Explain Everything”) on their learning and for their learning of music language skills and the creative process.</p> <p>An emphasis on Methodology questions that encourage reflection:</p> <p>“What challenges did you encounter and what strategies, tools or resources helped you solve these problems?” “What feedback from previous tasks did you apply?” “How did technology help you meet theory/performance expectations?”</p>
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<b>SCHOOL LEVEL STUDENT NEEDS &amp; SKILL GAPS</b> Based on analysis of available data, outline the student needs and skill gaps to be addressed.		
<b>POSITIVE CULTURE &amp; WELL-BEING</b>	<b>STUDENT LEARNING &amp; ACHIEVEMENT</b>	
	<b>MATHEMATICS</b>	<b>GRADUATING</b>
<b>DEPARTMENT: Learning Resource</b> <i>Learning Resource</i>	<b>September 2017</b> At prelims. the majority of our marker	<b>DEPARTMENT: Learning Resource</b> <i>Learning Resource and Special Education</i>

**Vision:** Some of our more socially vulnerable students developing social communication skills and facilitating friendships.

**Skills:** social communication, positive decision making, self-confidence, a sense of belonging

**Incentives:** Students with special social needs will be better prepared to make friends and experience a sense of acceptance and belonging

**Action Plan (TARGETS):**

**CYCLE 1 September - November**

- Meet with Intensive Support team to identify participants and look at PEERS program.
- Purchase PEERS program and familiarise teacher facilitator with program (2 teachers)
- Invite a select group of students with special social needs (6-7 students) to take part in PEERS program.
- Conduct student self evaluation at the beginning, midpoint and end of the 14 week program.
- Facilitate PEERS program as a series of 14 small group sessions once a week over lunch hour in the Learning Resource room to help students build social communication skills and facilitate friendships.
- **TARGET:** 80% of participating students will improve their social communication skills and feel a better sense of acceptance and belonging by end of the program (cycle 2)

**DEPARTMENT: CWS**

*Triangulate assessment to gather a variety of data, collect student voice;*

*Know our students: What type of learner are they?*

*What are their interests? What are triggers for disengagement? How can we keep them engaged? How can we ensure that all students have equitable access to learning?*

**Action Plan (TARGETS):**

- *Transition notes, department transition meetings*
- *diagnostic assessment*

students, with regards to learning and achievement, are in risk due to: poor basic numeracy skills, lack of ability in making connections using mathematical tools to apply to real life applications, and assignment completion.

Needs and skill gaps to improve student learning and achievement:

- math skill building in basic numeracy, fractions, integers, and order of operations
- support students to build their learning skills while making effective use of their technology

**? Discussion of other future needs:**

- peer tutor for all grade 9 and 10 applied classes
- database for collecting information on level 1 and 2 students and their strategies for learning, with a specific focus on Math

**Vision:**

- To improve school wide student learning and achievement by supporting students to build their learning skills while making effective use of their technology.
- To support our special class students build life and employability skills through participation in co op experience.
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**Skills:** Organization, Responsibility, Initiative, self regulation, executive functioning, social communication, employability skills, life skills and goal setting

**Incentives:**

- Students school wide will be better prepared to access learning, improve assignment submission and overall achievement.
- Special class students will be better prepared for independent living

**Action Plan (TARGETS):**

**CYCLE 1 September - November**

*Learning Resource*

- Learning Resource and Student Services team will coordinate to create a tool (5 in 5 prompt poster) prompting students to participate in a few daily tasks to improve their learning skills.
- Present tool to staff for teacher feedback and work with department heads to share strategies of how to explicitly teach learning skills at the classroom level.
- Identify 20 marker students whose learning skills are currently at a Satisfactory level.
- Support all staff to facilitate the use of the tool in their daily practice.
- Work with departments to identify greatest learning skill needs in students.
- Work with Student Services to create a series of lessons aimed at explicitly teaching learning skills, while leveraging iPads, to later share with all staff.
- We will compare learning skills report card data throughout the school year, as well as teacher observation of specific marker students, to

- **differentiated instruction, choice boards,**
- **gather evidence of learning and engagement**

### Math Department

September 2016

Skills: Students can co-create what positive collaboration and teamwork looks like.

Students can be mindful of including others.

Students can be mindful of achieving good self-regulation skills.

Action Plan: Identify 2 or 3 marker students that struggle to participate in class activities and/or to be part of learning partnerships.

Use teacher selected groupings for inquiry/collaborative tasks at least twice in the next months to ensure all students are included in a group and to provide marker students the opportunity to work with a variety of students

Have groupings complete self-reflections of the group dynamics.

Conduct one-on-one conferences afterward to survey the thoughts of the marker students.

### September 2017

At prelims. the majority of our marker students, with regards to positive culture and well-being are in risk due to: poor attendance, attitude towards learning, engagement, and a feeling of safety and belonging in Math classes

Needs and skill gaps to improve positive culture and well-being for the students:

- to feel better prepared and confident in the Math classroom, which leads to

measure effectiveness of this initiative.

- **TARGET:** 80% of marker students will move from **Satisfactory** to **Good** learning skills by the end of cycle 1

*Special Education*

- Special Class teachers will conference with TWEF representative to discuss readiness, necessary supports and appropriate placements for our special class students
- **TARGET:** To increase coop participation of our special class students from 57% (12/21 students) to 71% (15/21 students) by end of cycle 1.

**DEPARTMENT: CWS**

**Skills: Teachers will develop assessment tools based on skills (verbs) in curriculum expectations**

**Action Plan (TARGETS):**

**Co-create instructional and assessment tools to align with identifying and closing skill gaps**

**Examples - anchors, frameworks, success criteria, exemplars**

**While the entire class will be involved in this process, marker students will be used as indicators of learning**

Math Department

September 2016

Skills: Students struggle with making the math “stick”; meaning making connections within the units of a math course, between the units of a math course, and between their math courses.

Students need to increase perseverance.

Students need to build initiative, self-regulation, and responsibility.

Action Plan: While meeting with the 2 or 3 marker students we will use diagnostic activities to generate individual descriptive feedback on their:

- basic skills (diagnostic test and chapter prerequisite

- taking risks and Math “talk”
- to experience a sense of acceptance and belonging

Tech Department:

June 2016 Reflection:

Dept. members were asked to find ways to promote their course and offer a more welcoming space (during and outside of class time). Dept. members worked together to transfer courses to D2L - and participated in PD activities. Most students indicated they were comfortable using the online platform, but experienced frustration with internet connectivity.

September 2017 Update:

Some courses are fully transferred to D2L, but at teacher’s comfort. More in-dept support for D2L and encouragement will be provided. Dept. members indicated a need for more clarification on collecting / reporting the progress / gaps / needs of marker students. On PD day we discussed issues of students (anecdotal) and to continue safe-space offered at lunch.

**DEPARTMENT: HPE**

**June Data/Reflection** - Students in class are using more appropriate and positive language to encourage and support one another. Students are attending and participating on a regular basis. Some of our students who were identified as being “in risk” have demonstrated a dramatic improvement in their attendance,

skills)

- retention of new skills (exit cards) and
- problem solving ability (TIPS questions).

**Tech Department:**

June 2016 Reflection:

Although a distraction, D2L allowed students to work from home. Students need more a reliable internet connection in the classroom and needed to work on organization and initiative DURING class time. Marker students still achieving at level 1-2, but earned a credit in their tech courses.

September 2017 Update:

Work on finding ways to improve initiative and organization in class - using tools of D2L etc. and continue to offer safe working lunch spaces. We will aim to work with parents and colleagues more, with the goal of moving students achieving at a level 2 to level 3. We will continue to use portfolios, D2L, and authentic learning opportunities to increase engagement, with concentrated focus on marker students.

**DEPARTMENT: HPE**

**June Data/Reflection** - Students were engaged in their learning through ongoing self assessments and making personal reflections as they set, monitored, and achieved their personal goals. Grade 9’s were engaged using technology as a tool - for video analysis, movement skills development, and for their formative assessments and evaluations.



attitude towards learning, engagement and participation. Many of these students were also engaged in our intramural program so they had more confidence and were more motivated during class as well.

**SEPTEMBER 2017 TARGETS:** Based on the observations of our current students with the purposeful identification of our marker students and what their needs are - we can continue to use the marker student tool and monitor student progress using the self assessments and progress reports to inform our purposeful instruction which will in turn help to support our students who are not attending, experiencing stress or anxiety about coming to class and participating and provide them with opportunities to build coping strategies and manage their stress and anxiety. They need tangible resources and caring adults to support their learning needs and we can use the curriculum expectations and high yield strategies to close skill gaps and improve student well-being.

**Skills:**

- 1. Supporting students who might be experiencing social & emotional issues. This relates directly to the well-being of student need and has been identified in our grade 9/10 classes.*
- 2. Teachers will work on identifying what*

Students were provided descriptive feedback and monitoring, tracking, and reflecting on their personal strengths and areas needed for improvement. They were using summative unit evaluations to assess improvement and overall achievement for course overall expectations.

**SEPTEMBER 2017 TARGETS:** Students will have a greater understanding of HPE curriculum expectations (which will be clearly stated on all assessments and evaluations) and improve their learning skills (aligned with growing success and increasing students understanding of E,G,S,N) as they begin to experience gradual release of responsibility for some and additional support for those marker students who have not demonstrated improvement in their overall learning skills. HPE teachers will continue to make observations, and provide immediate and ongoing feedback through conversations with students as they continue to monitor and track student engagement and achievement. Each student will set individual goals (as they identify their strengths and gaps) and they will monitor and track their goals using a variety of assessments, evaluations, and reflections.

**Skills:**

- 1. To examine where the gaps in learning are occurring specifically in the physical education environment and*

**challenges and barriers exist and what coping strategies are needed to support our students mental health and well-being. Students are lacking initiative learning skills and resiliency skills.**

**Action Plan (TARGETS):**

- 1. Collect student voice data through the use of exit card strategies, journal reflections, and student questionnaires to better understand individual student needs and create motivational strategies that will help to support students. Bring in Guest speakers and get students involved in anti-bullying and mental health projects.**

Evidence: Student voice, Positive Space, school climate survey, teach tolerance and acceptance in HPE classes

**HUMANITIES**

Vision: Humanities will address a noted student need about having more positive spaces in the school.

Resources: Teacher time, classroom space at lunch

Action Plan (TARGETS): Opening room 2014 and 2016 for students to eat lunch in a safe space.

Engaging students at the beginning of class by asking questions like:

What is one thing you learned today in another class?  
How does it connect with something we're learning in this class?

Is there anything that you're excited about right now that you would like to share with the class?

Target:  $\frac{3}{5}$  days a week

By the end of the semester, each student will have

**provide students with multiple opportunities and assessment strategies (observation, conversation, final product) to demonstrate expectations (Active living, movement strategies) and move students from a level 2 to 3.**

- 2. To examine and explore where the gaps in learning are occurring in the Healthy living Strands for boys HPE.**

**Action Plan (TARGETS):**

- 1. Students will practice and refine their skills prior to evaluations using self/peer assess throughout units, giving and receiving self/peer/teacher feedback before performing summative tasks. Students will reflect on progress on a weekly basis and re-assess and evaluate individual improvement and achievement throughout the semester.**
- 2. Students will be given more choice in their health units and explore a more inquiry based model of learning in health classes in order to develop critical and creative thinking, personal and interpersonal living skills in health and physical education.**

Evidence: Assessment Continuum, Students assess themselves.

**HUMANITIES:**

shared at least once

**DEPARTMENT: Music**

**Skills:**

Target students that have 5 absences and/or lates in 6 weeks of classes, so we will continue work on identifying what barriers currently exist in their lives that cause them to disengage them in class.

Target Student that lack self-regulation, responsibility and initiative learning skills.

**Incentives:**

Find out what way the student wants to learn about music hoping to guide them through inquiry based learning thus providing them the incentive to stay engaged in their individual learning.

**Action Plan (TARGETS):**

While meeting with the 6 students to work on a PAAR cycle we will use the report card learning skills to set the conditions for understanding what self-regulation, responsibility and initiative learning skills might look like for them.

Through feedback (both teacher and student) we will better understand how to use student voice in determining student choice in their learning.

***Vision:*** We will develop instructional strategies that will focus on the following curriculum action verbs: Analyse and Evaluate & Assess as these are higher order thinking gaps that we have observed in our 2016-2017 data

***Resources:*** Individual teachers have developed strategies that related to the action verbs “compare”, “explain” and “demonstrate an understanding” Collaboration technology such as Google Docs will help us create shared work

***Action Plan (TARGETS):***

- 1)** develop 1-2 tools for students to use the develop their abilities in “analysing” and “evaluating and assessing”
- 2)** develop 1-2 different formative assessments for “analysing” and “evaluating and assessing”
- 3)** develop 1-2 summative assessments that require students to “analyse” and “evaluate and assess”
- 4)** Reflect and make changes for Semester 2

**DEPARTMENT: Music**

**Skills:**

Students struggle with MUSICAL language and symbols making it difficult to make connections and perform on their instrument.

They struggle with the generating questions aspect of Inquiry Learning; they struggle with self assessment and reflection (looking back and seeing steps for improving skills)

**Action Plan (TARGETS):**

Diagnostic activities to generate individual descriptive feedback to help students to better understand how make connections WHEN learning musical language (theory) and applying it to performing music on their instrument.

We have continued to use D2L and some music theory/notation/creation apps (software- “Breezin

<p>ENGLISH</p> <p><b><u>Action Plan (TARGETS):</u></b></p> <ul style="list-style-type: none"> <li>-Diagnosed 2 students who have struggled to submit work and attend class due to stress/anxiety</li> <li>- Will meet with each student to build a safe and open line of communication, inviting parental input and student input into building a shared understanding of the students' stressors/fears/obstacles</li> <li>- Co-plan and implement two stress-reduction strategies: mindfulness in the classroom, and co-creation of assignments to honour student voice and choice within a 4- week PAAR cycle (PLAN/ACT/ASSESS/REFLECT).</li> <li>-will meet with the 2 students at the beginning of each week to further build a caring-adult relationship, and to ensure the co-created assignments are meeting the student's needs</li> </ul> <p><b>SEPTEMBER 2017:</b></p> <p>Since the current common story of our marker students ties to assignment completion and submission, our action plan is to create a resource together as a department that provides choice for the students who are not submitting work. This will look like a master list of options for each OE, so that it is not our assignment that is causing students to not submit</p>		<p>Through Theory” and “Noteflight Notation/Creation Software/app”) to assist students with direct (electronic) feedback (in app scores, teacher feedback through Hub- “Notability, Videos, Explain Everything”) on their learning and for their learning of music language skills and the creative process.</p> <p>An emphasis on Methodology questions that encourage reflection:</p> <p>“What challenges did you encounter and what strategies, tools or resources helped you solve these problems?” “What feedback from previous tasks did you apply?” “How did technology help you meet theory/performance expectations?”</p> <p>ENGLISH</p> <p>2016-2017</p> <p>We are targeting 3 students at Level 2 specifically in the area of Reading and working on bringing them up to Level 3 through our understanding of the Assessment Continuum (Success Criteria &amp; Descriptive Feedback) and Metacognitive Strategies (getting students to reflect on their own methodology).</p> <p>REFLECTION IN JUNE:</p> <p>We found it difficult in English to land on a single lagging skills in literacy with our students because most students have multiple lagging skills when they are in risk. We all found focusing on metacognition a valuable pathway to recognizing when the strategy behind the skill was missing.</p> <p>SEPTEMBER 2017</p> <p>Our target is for marker students to be able to describe</p>
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<p><b>work.</b></p> <p><b>TARGET: increase marker students' attendance and marker students' assignment completion by mid-semester</b></p> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>- <b>assignment completion, attendance, focus in class, stress levels, feeling of safety and belonging in English classes</b></li> </ul>		<p>their own improvement in their literacy skills from September to midsemester. This reflection on “how they are going” is a necessary part of literacy skills improvement. To this end, the target is for ENG1P students to be able to describe specific reading strategies, and explain which strategies help them read for meaning. The numerical target is for students in applied reading at a level 2 to be reading at or close to a level 3 by midsemester.</p> <p>Increasing topic development in writing will be the other target for applied students with the same target: from level 2 to level 3.</p>
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<p align="center"><b>PURPOSEFUL INSTRUCTION</b></p> <p>Identify evidence-based instructional practices/strategies that will be implemented to address specific student needs/skill gaps. Identify how impact on student well-being and achievement will be measured. Identify a variety of approaches to ensure that parents/guardians/caregivers are aware of what their child is learning in the classroom.</p>		
<p align="center"><b>POSITIVE CULTURE &amp; WELL-BEING</b></p>	<p align="center"><b>STUDENT LEARNING &amp; ACHIEVEMENT</b></p>	
	<p align="center"><b>MATHEMATICS</b></p>	<p align="center"><b>GRADUATING</b></p>
<p><b>DEPARTMENT: Learning Resource</b></p> <p><b>Evidence:</b> Improved positive culture and student well-being will be evidenced by:</p> <ul style="list-style-type: none"> <li>• A measured increase in students accessing nutrition program.</li> <li>• Special class teachers anecdotal observations of students engagement and social interactions.</li> <li>• Analysis of PEERS student survey to measure comfort levels in various situations (ie in the cafeteria, assemblies, unstructured time, have they joined any clubs etc) This survey will be used to inform the direction of instruction, further gaps and needs.</li> </ul>	<p><b>September 2017</b></p> <p>Evidence-based instructional practices: <i>All grades</i></p> <ul style="list-style-type: none"> <li>- diagnostic assessments to determine any knowledge gaps</li> <li>- reciprocal teaching, vertical boards</li> <li>- leveraging digital to improve learning skills</li> <li>- “check for learning” sheets to provide feedback on skill building</li> <li>- teacher PD to address marker students (e.g. technology, Growing Success, etc.)</li> </ul>	<p><b>DEPARTMENT: Learning Resource</b></p> <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Improved student learning and achievement in STRIVE SAE will be evidenced by credit accumulation and improved attendance.</li> <li>2. Tracking learning skill data of marker students after various reporting periods throughout the school year</li> </ol> <p><b><u>DEPARTMENT: CWS</u></b></p> <p><b>Resources: iPad, iPad training, applications to help promote learning and communication Collaboration with teacher-librarian, learning resource</b></p>

- PEERS facilitator's observations of student participation and ability of students to perform a series of social tasks.

**DEPARTMENT: CWS**

*Align practices and problem-solving tools with evidence-based strategies implemented by colleagues; work with colleagues with expertise to support educator learning*

*Resources: staff meetings, PD days*

**Action Plan (TARGETS):**

understand and apply use of pyramid of interventions; seek out professional development opportunities based on observations of student need and school direction

**DEPARTMENT: CWS**

*Skills: Improved outcomes of learning skills*

**Action Plan (TARGETS):**

*diagnostic - monitor interactions with peers and participation in class*

*-self and teacher assessment of learning skills prior to each reporting period of learning skills -particular emphasis on Gr 9 and 10;*

*Track how students respond after interventions - What do students do with feedback? How do students respond to interventions with parents? With student services?*

**Math Department**

September 2016

*Skills: Instruction and experience with mindfulness techniques in the classroom.*

*Action Plan: Co-create one on-one conference sheets to document and share the journey with marker students and to use as a questioning guide.*

*Dedicate time at the next Department or Staff Meeting to co-create vision and measures of success.*

**September 2017**

**Grade 9 and some specifics for EQAO**

- CLI Applied Learning Team
- review past years data and optimal conditions
- school wide Math Mentorship Program
- practice booklets and moderated marking
- style of questions are embedded in all current assessments

**Impact on student learning and achievement:**

- technology/iPads to assist students with their organization, managing curriculum expectations, and for practice in closing gaps
- gradual improvement in learning skill report card data from prelim to midterm to final

**Approaches to ensure parents are aware:**

- online classroom (using technology, e.g. the HUB, to make expectations and activities visible)
- communicate on an ongoing basis through email/phone
- parent-teacher interviews

**? Possible future strategies to analyze:**

- investigate/explore spiralling
- practice prereq skills more often
- increase frequency of making connections between units and throughout course

**Action Plan (TARGETS):**

*Investigate potential for grade learning teams; iPad training for Grade 10 history teachers in fall 2017 Ed Camps based on comfort, staff learning needs*

**DEPARTMENT: CWS**

*Skills: Use assessment continuum and triangulate assessment to identify student learning needs and gather student voice; generate data, reflect on data and impact of strategies to determine next steps*

**Action Plan (TARGETS):**

*Develop processes for gathering and recording evidence outside of products; gain confidence in understanding and implementing assessment continuum; develop processes for understanding what data tells us for generating next steps*

**Math Department**

September 2016

*Skills: We need to learn more about increasing perseverance in our students.*

*We need to discover better tools that emphasize and encourage making connections.*

*Action Plan: Co-create a skills checklist/tracking sheet to collect student data.*

*Create two binders for the Math Department to track:*

- previous math final marks obtained
- student info sheets/notes/marker student

**Tech Department:**

On going communication with parents is important. Using Powerschool (Teacher Personal Notes) we found helpful to record notes/dates

Evidence-based instructional practices:

- one to one student-teacher conferencing with marker students to provide formative evaluation and ongoing assessment and feedback
- flexible and purposeful grouping
- metacognitive strategies

Impact on student well-being:

- improved attendance
- improvement in students feelings of their acceptance and inclusion
- increase in confidence to have conversations about Math
- before and after survey on attitudes towards math show an increase in positivity and confidence (could compare to Wellness data collected by EQAO)

Approaches to ensure parents are aware:

- online classroom (using technology, e.g. the HUB, to make expectations and activities visible)
- communicate on an ongoing basis through email/phone
- parent-teacher interviews

Tech Department:

June 2016 Reflection:

Dept. members were asked to find ways to promote their course and offer a more welcoming space (during and outside of class time). Dept. members worked together to transfer courses to D2L - and participated in PD activities. Most students indicated they were comfortable using the online platform, but experienced frustration

which we talked with the parent of guardian.

Next Steps: Department members expressed concern regarding not having a standardized marker student tracking sheet/format. Questions raised - what are we tracking?, how often do we check in? what data is needed. Develop useful tool and revisit marker students achievement at mid-term.

Develop tool to gather student input. Have students fill out in the beginning of term, mid-term, end of term - Google form? D2L?

**DEPARTMENT:HPE**

**2017-2018 TARGET/GOAL- Students will improve their overall learning skills, meet or exceed their personal goals, and demonstrate a greater understanding of the overall curriculum expectations in AI, MC, and HL.**

*HPE teachers will implement HY Strategies such as - assessment for, as, of learning, differentiated instruction, ongoing and immediate feedback, and gradual release of responsibility.*

*They will accelerate and improve student learning and achievement by engaging students to think critically, to reflect on strengths and areas for improvement, and to provide multiple opportunities for students to successfully demonstrate application based skills embedded in active living expectations and apply movement skills and strategies to improve performance in physical activity*

with internet connectivity.

September 2017 Update:

Some courses are fully transferred to D2L, but at teacher's comfort. More in-dept support for D2L and encouragement will be provided. Dept. members indicated a need for more clarification on collecting / reporting the progress / gaps / needs of marker students. On PD day we discussed issues of students (anecdotal) and to continue safe-space offered at lunch.

**Department: HPE**

**2017-2018 TARGET/GOAL** - *Teachers will collaborate with students throughout the semester/year and use assessments to identify student strengths and needs. They will support students to build confidence and teach them to set goals along which will allow them to identify coping strategies and intrinsic motivators that will help them to be more resilient and feel more supported, therefore leading to greater success, less stress, reduced anxiety, and the ability to solve problems and make better decisions.*

*HPE teachers will continue to co-examine and co-explore a variety of different resources, tools, coping strategies and resiliency building skills that they can utilize to support students cognitive, social, emotional, and physical health and wellbeing. They will implement HY Strategies such as - assessment for, as, of learning, differentiated instruction, ongoing and immediate feedback, and gradual release*

*strands.*

*Teachers will improve student learning and achievement by integrating more technology, self-assessments, descriptive feedback, and through multiple opportunities to demonstrate learning.*

**SEPTEMBER-OCTOBER TARGETS:** *All HPE teachers will use the new success criteria for learning skills development and self assessment to help support their marker students and close their skills gaps. They will use a variety of ongoing assessments, technology, and DI such as chunking, exit cards, and gradual release in order to help facilitate improvement and achievement in their learning skills development. By improving their learning skills students will demonstrate improvement in classroom behaviour, engagement, and achievement. They will use consistent course outlines, tracking sheets for daily participation, safety, fitness goals, and movements skills competence, and begin to build consistent language and practices around formative (end of unit and semester) evaluations.*

*Collect data and evidence through self/teacher evaluations, movement skills analysis, summative tasks, culminating tasks, inquiry based learning embedded in the health learning environment, journal*



*of responsibility.*

*They will provide a safe and caring learning environment which will support the student's needs and promote a positive culture and wellbeing in their learning environments.*

*They will use unit evaluations, journal reflections, student voice exit cards, and self assessments to monitor and support the well-being of their students.*

*They will use the student learner profiles (checklist) to monitor and track students interests, strengths, and areas of need.*

**SEPTEMBER-OCTOBER TARGETS:** Using who we have identified as our marker students all HPE teachers will focus on providing support to reduce student anxiety, improve student stress management skills, and implement instructional strategies that will include providing reliable resources and facilitating the development of better problem solving skills around substance use and abuse for their HPE students. Students will provide voice and input about IMPACT through the use of student surveys and teachers will triangulate data based on observations and conversations in the classroom.

Teachers will continue to have conversations with students and triangulate data (Observe, convo, final products) and both teachers and

*reflections, and setting SMART Fitness Goals.*

*Teachers will monitor, track, support, and give feedback to the 2-3 student and they will "check-in" with them at the beginning and end of each unit for the duration of a 6 week cycle (mid November). They will conference with the 2-3 students at the end of the cycle to discuss strengths, areas of improvement and next steps.*

**IMPACT** - *Students are able to identify personal strengths and set realistic and achievable goals. They are able to successfully demonstrate an understanding of movement skills and concepts for a variety of activities and can effectively self assess improvement and level of achievement. They are coming to class prepared, more engaged, and able to put forth effort in physical activities on a daily basis.*

- 1. Students overall improvement & performance in the active living, movement skills, and healthy living strands will increase to a level 3 standard as reported through triangulation of data throughout the course of the semester.*
- 2. Students will be able to successfully demonstrate curriculum expectations at a level 3 of achievement*

*To ensure that parents/guardians/caregivers are aware of what their child is learning in the*

students will continue to become more comfortable with using technology as a learning tool.

**IMPACT** - HPE teachers will continue to collect student voice data, survey classes on issues surrounding safety, stress, anxiety, problem-solving, mental health issues, and substance use and abuse. They will bring in experts and consultants to address issues and provide support to students well-being. Regular check-ins will be completed to see if the students are coping and managing stress and anxiety with greater success and personal reflections will allow students to openly reflect on their personal well-being.

To ensure that parents/guardians/caregivers are aware of what their child is learning in the classroom HPE teachers will communicate on an ongoing basis - through email, online classroom, and gradebook reports.

**Resources:** OPHEA, public health nurse, health curriculum, visuals, Achieving Excellence & Healthy Schools document, & growth mindset activities implemented in classroom environment.

#### HUMANITIES

Vision: Humanities will address a noted student need about having more positive spaces in the school.

Resources: Teacher time, classroom space at lunch  
Action Plan (TARGETS): Opening room 2014 and 2016 for students to eat lunch in a safe space.

classroom HPE teachers will communicate on an ongoing basis - through email, online classroom, and gradebook report.

**Resources:** Use of I-Pads, Videos of exemplars for students performance and movement skills, Apple TV, You Tube, Movement skills analysis aps, self/peer assessment checklists & rubrics.

#### HUMANITIES

**Vision:** Staff will use a variety of tools to assess multiple instances of evidence of student achievement

**Resources:** Staff will use a variety of different instruction to increase engagement and understanding – student information sheet (developed in 2016-2017 DCLP) increased scaffolding, inquiry model, chunking assignments, one-on-one conferencing, multiple opportunities to check understanding

**Action Plan (TARGETS):** Based on analysis of trailing and current data related to marker students, staff will set short term targets.

#### DEPARTMENT: Music

##### Action Plan :

Design activities that require authentic use of musical language and symbols learned and apply them to deep learning performance tasks.

Student/teacher discussion:

Related to: identifying goals, areas for improvement, strengths, strategies, process for implementation, plan of action, expectations, understanding incentives.

Will use before, during and after data (written/performance tasks, observation) to help

Engaging students at the beginning of class by asking questions like:  
What is one thing you learned today in another class?  
How does it connect with something we're learning in this class?  
Is there anything that you're excited about right now that you would like to share with the class?

Target:  $\frac{3}{5}$  days a week

By the end of the semester, each student will have shared at least once

**DEPARTMENT: Music**

**Incentives:**

Will have students verbalize their learning and engagement by making connections with students' interests and strengths to learning.

**Action Plan (TARGETS):**

Will monitor students' attendance and lates and will explore ways to include parents. Analysis of attendance data and compare it to the students overall success.

Will provide positive feedback and reinforcement to students to continue individual focus on self directed learning.

Continue to provide safe places of relaxation in both of our music rooms during lunches to allow students to develop both an environment of trust and a sense of ownership in the condition of the spaces.

ENGLISH

**SEPTEMBER 2017:**

analyze student success.

ENGLISH



