

**CONTINUOUS LEARNING & IMPROVEMENT PROCESS
2018-19 SCHOOL ANNUAL PLAN – SECONDARY**

The School Annual Plan summarizes learning and action taken to improve student outcomes within specific HWDSB priority areas – Positive Culture & Well-Being and Student Learning & Achievement.

SCHOOL: _____Dundas Valley Secondary School_____

SCHOOL LEVEL STUDENT WELL-BEING & ACHIEVEMENT DATA SUMMARY		
Highlight most current and critical data that identify progress of students in the areas of well-being and achievement.		
POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
Students Feeling Safe, Supported & Accepted	All Students Graduating	Improvement in Mathematics
e.g. 75 of 100 = 75% of students surveyed indicated there is an adult at the school who cares about them.	e.g. ENG2P At/Above Standard (70%+) = 60/100 = 60%	e.g. MFM1P Approaching Standard (60-69%) = 30/100 = 30%
<p><u>October 2018</u> 2018 Student Voice Data 493 respondents - 43% respondents are in Gr. 9.</p> <p>There is an adult at school who really cares about me Often = 36.5% There is an adult at school who really cares about me Sometimes = 42.8%</p> <p>79% of students report an adult at school really cares about them (sometimes to often).</p> <p>62.5% of respondents report feeling safe most of the time to all of the time. Students report the hallways, parking lot and cafeteria as areas where they have felt unsafe most often. This correlates with locations and times of the day students report bullying occurs at DVSS.</p> <p>Verbal bullying is most prevalent (84.7%).</p>	<p align="center"><u>2017- 2018 Achievement</u></p> <p align="center"><u>Semester 1</u></p> <p>ENG1P At/Above Standard (70%+) = 59% (10/17 -S1) ENG1P Approaching Standard (60-69%) = 18% (3/17-S1) ENG2P At/Above Standard (70%+) =82% (31/38 -S1) ENG2P Approaching Standard (60-69%) = 16% (6/38- S1) ENG1D At/Above Standard (70%+) = 89% (92/103 -S1) ENG1D Approaching Standard (60-69%) = 9% (9/103 – S1) ENG2D At/Above Standard (70%+) = 83% (63/76 -S1) ENG2D Approaching Standard (60-69%) = 8% (6/76 – S1) ENG3C At/Above Standard (70%+) =100% (28/28 -S1) ENG3C Approaching Standard (60-69%) = 0 ENG3U At/Above Standard (70%+) =73% (58/80 – S1) ENG3U Approaching Standard (60-69%) = 15% (10/80 – S1) ENG3E At/Above Standard (70%+) = no class ENG3E Approaching Standard (60-69%) = no class</p>	<p align="center"><u>2017-2018 Achievement</u></p> <p align="center"><u>Semester 1</u></p> <p>MFM1P At/Above Standard (70%+) = 59% (10/17 – S1) Approaching Standard (60-69%) = 18% (3/17 – S1) MPM1D At/Above Standard (70%+) =65% (53/81- S1) MPM1D Approaching Standard (60-69%) = 19% (15/81- S1) MFM2P At/Above Standard (70%+) = 50% (5/10 -S1) MFM2P Approaching Standard (60-69%) = 30% (3/10 – S1) MPM2D At/Above Standard (70%+) = 64% (30/47 – S1) MPM2D Approaching Standard (60-69%) = 21% (10/47 – S1) MCR3U At/Above Standard (70%+) = 67% (55/82 – S1) MCR3U Approaching Standard (60-69%) = 17% (14/82 – S1) MBF3C At/Above Standard (70%+) =47% (9/19 – S1) MBF3C Approaching Standard (60-69%) = 26% (5/19 -S1) MCF3M At/Above Standard (70%+) = 74% (14/19 – S1) MCF3M Approaching Standard (60-69%) = 11% (2/19 -S1) MEL3E At/Above Standard (70%+) =60% (6/10- S1) MEL3E Approaching Standard (60-69%) = 10% (1/10 -S1)</p>
		<p align="center"><u>Semester 2</u></p>

<p>More than 75% students identify the need to report bullying and 60% report teachers as trying to stop bullying when it is reported.</p> <p>7.3% of students identify as Other gender and 15% report identifying as LGBTQ.</p> <p>90% of students report the school is safe and welcoming (sometimes to always).</p> <p>Of students reporting they feel treated differently than others, 15% reported this was due to grades or marks and how the students learn.</p>	<p>ENG1P At/Above Standard (70%+) = 71% (10/14 – S2) ENG1P Approaching Standard (60-69%) = 14% (2/14-S2) ENG2P At/Above Standard (70%+) = no class ENG2P Approaching Standard (60-69%) = no class ENG1D At/Above Standard (70%+) = 82% (68/83 – S2) ENG1D Approaching Standard (60-69%) = 14% (12/83- S2) ENG2D At/Above Standard (70%+) = 87% (47/53 -S2) ENG2D Approaching Standard (60-69%) = 7% (4/53-S2) ENG3C At/Above Standard (70%+) = 20% (4/20 – S2) ENG3C Approaching Standard (60-69%) = 20% (4/20- S2) ENG3U At/Above Standard (70%+) = 89% (89/103 – S2) ENG3U Approaching Standard (60-69%) = 7% (7/103 – S2) ENG3E At/Above Standard (70%+) =50% (1/2- S2) ENG3E Approaching Standard (60-69%) = 0% (1/2- S2)</p> <p><u>November 2018 Semester 1 Progress</u></p> <p>ENG1P At/Above Standard (70%+) = 64% (7/11) ENG1P Approaching Standard (60-69%) = 9% (1/11) ENG2P At/Above Standard (70%+) = 56% (18/32) ENG2P Approaching Standard (60-69%) = 22% (7/32) ENG1D At/Above Standard (70%+) = 90% (55/61) ENG1D Approaching Standard (60-69%) = 10% (6/60) ENG2D At/Above Standard (70%+) = 95% (84/88) ENG2D Approaching Standard (60-69%) = 5% (4/88) ENG3C At/Above Standard (70%+) = 100% (15/15) ENG3C Approaching Standard (60-69%) = 0% ENG3U At/Above Standard (70%+) = 96% (54/56) ENG3U Approaching Standard (60-69%) = 4% (2/56) ENG3E At/Above Standard (70%+) =100% (2/2) ENG3E Approaching Standard (60-69%) = 0%</p>	<p>MFM1P At/Above Standard (70%+) = 50% (9/18-S2) MFM1P Approaching Standard (60-69%) = 33% (6/18-S2) MPM1D At/Above Standard (70%+) = 62% (55/89-S2) MPM1D Approaching Standard (60-69%) = 22.5% (20/89-S2) MPM2P At/Above Standard (70%+) = 49% (21/43-S2) MFM2P Approaching Standard (60-69%) = 12% (5/43-S2) MPM2D At/Above Standard (70%+) = 65% (39/60-S2) MPM2D Approaching Standard (60-69%) = 25% (15/60-S2) MCR3U At/Above Standard (70%+) =87% (48/55 – S2) MCR3U Approaching Standard (60-69%) =13% (7/55 – S2) MBF3C At/Above Standard (70%+) =50% (8/19 – S2) MBF3C Approaching Standard (60-69%) = 50% (8/19 – S2) MCR3M At/Above Standard (70%+) =52% (13/25 – S2) MCR3M Approaching Standard (60-69%) = 28% (7/25-S2) MEL3E At/Above Standard (70%+) =100% (1/1 -S2) MEL3E Approaching Standard (60-69%) = 0%</p> <p><u>November 2018 Semester 1 Progress</u></p> <p>MFM1P At/Above Standard (70%+) = 71% (10/14) MFM1P Approaching Standard (60-69%) = 21% (3/14) MPM1D At/Above Standard (70%+) = 75% (65/87) MPM1D Approaching Standard (60-69%) = 21% (18/87) MFM2P At/Above Standard (70%+) = 46% (11/24) MFM2P Approaching Standard (60-69%) = 42% (10/24) MPM2D At/Above Standard (70%+) = 75% (54/72) MPM2D Approaching Standard (60-69%) = 13% (9/72) MCR3U At/Above Standard (70%+) =82% (50/61) MCR3U Approaching Standard (60-69%) =10% (6/61) MBF3C At/Above Standard (70%+) =61.5% (8/13) MBF3C Approaching Standard (60-69%) = 15% (2/13) MCR3M At/Above Standard (70%+) =88% (23/26) MCR3M Approaching Standard (60-69%) = 12% (3/26) MEL3E At/Above Standard (70%+) =56% (5/9) MEL3E Approaching Standard (60-69%) = 33% (3/9)</p>
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HWDSB STUDENT WELL-BEING & ACHIEVEMENT TARGETS

POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
Students Feeling Safe, Supported & Accepted	All Students Graduating	Improvement in Mathematics
The number of students who feel safe, supported and accepted will increase by June 2020.	At least 83% of students will graduate within five years, by August 2020.	The gap between HWDSB and the province for those students performing at or above the provincial standard on the EQAO Grade 9 Assessment of Mathematics will be narrowed by June 2020.

SCHOOL LEVEL STUDENT WELL-BEING & ACHIEVEMENT TARGETS

Identify ambitious, achievable, and measurable end of school year targets for student well-being & achievement that align with Board targets.

POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
Students Feeling Safe, Supported & Accepted	All Students Graduating	Improvement in Mathematics
Enhance student-staff relationships, including a focus on students identifying a caring adult, through the mental health "We Help" strategy.	At least of 216 of 254 (85%) of the 2014-15 cohort will graduate by August 2019. Year 4 and 5 students, 27 have OSSD already. 31/254 not on track to graduate. Therefore, 223/254 potentially will graduate (88%). Of the 223 potential graduates, 35/223 (16%) at risk to not graduate	20 of 33 Grade 9 Applied Math students (61%) will achieve at/above standard on the EQAO Grade 9 Assessment of Mathematics. 98 of 139 Grade 9 Academic Math students (71 %) will achieve at/above standard on the EQAO Grade 9 Assessment of Mathematics.

PROFESSIONAL LEARNING & PURPOSEFUL INTERVENTIONS (Staff Meetings, PA Days, Code 77 Days, etc.)

DATE	VENUE Staff Meeting, PA Day, Code 77	PARTICIPANTS	PURPOSEFUL INSTRUCTION/INTERVENTION What evidence-based instructional practice(s) will be the focus for this professional learning?	IMPACT How will the impact of educator learning and purposeful instruction be measured?
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01/10/18	CODE 77	Jarman, Collins , Arnold, Bertran	If we collaborate and build capacity to co- create valuable goals and accommodations/modifications for IEP documents that meet individual student needs...	Then classroom program planning will reflect teachers' professional judgement, parent input and students' individual strengths, needs and learning goals.
30/10/18 13/11/18 11/12/18 09/01/19	CLI Math - Program support for Student Success and 1P teachers - School support for Dept Head (CODE 77).	Davidson, Fox, Warrick, Lenart, Math Consultant, Admin	If we explore the Fundamentals of Math document and review the relationship between our specific curriculum expectations and skill gaps... If we anticipate learner responses and use the Know our Learner process as a guide to collecting observational data....	Then we will deepen our understanding of a process to identify student learning needs and to identify marker students. Then we will deepen our understanding about how to apply this process across a range of learning environments.
Every Monday	On site, no release	Dumitru, Dobbin, Literacy Coach (Court)	If we engage reluctant readers to read independently by providing high interest texts...	Then students will report an increase in their reading enjoyment, stamina and comprehension, as well as, an improved sense of efficacy.
Ongoing 03/12/18 19/12/18	On site, no release	Warren, Indigenous Education Team Meyer, Cockburn, Indigenous Education Team	If we elicit student voice and give students the opportunity to explore learning regarding the TRC and Calls to Action....	Then students will deepen their understanding of the impacts of harms caused to Indigenous people in Canada and the relationship to the TRC and Calls to Action.
13/09/18	Heads Meeting	Department Heads and Assistant Heads; Secondary Program Consultants (Craven, Court)	If at meetings we dedicate time to share professional learning and best practices... If we review trailing student data and prior department learning goals from semester two of 2018...	Then we will nurture our professional learning community by building relationships and developing people. Then we may: <ul style="list-style-type: none"> - reflect on previous year's progress and successes - identify precise areas of student need or skill gaps - inform our department CLI plans

11/10/18			If we have a common understanding of the CLI process...	Then we can determine precise targets and marker students for our first CLI cycle guided by the Educator's Reflection Tool.
08/11/18			If we moderate the marking of our previous year's grade 9 practice literacy test...	Then we: <ul style="list-style-type: none"> - model the use of success criteria to inform descriptive feedback - identify student needs and skill gaps to inform our purposeful instruction
06/12/18			If we review our practices for opening exercises...	Then we: <ul style="list-style-type: none"> - will consider the alignment to culturally relevant pedagogy - will consider a plan to include staff voice and student voice to inform any proposed changes with respect to the inclusion of a land acknowledgement.
10/01/19				
17/09/18	Staff Meeting	All Teaching Staff	If we review HWDSB supports (We Help) and opportunities for professional learning regarding mental wellness...	Then we increase our level of awareness of the correlation between mental well-being and student achievement.
25/10/18			If we review school profile data, grade 9 OSSLT practice test results and relevant success criteria...	Then this will:: <ul style="list-style-type: none"> - inform our student identification need on a school-wide level ie. an awareness of a drop by 10% in OSSLT results over 5 years - highlight a focus on literacy skill gap closing across all disciplines
22/11/18			If our department heads facilitate continued moderation of Grade 9 OSSLT Practice Test data...	Then we: <ul style="list-style-type: none"> - model the use of success criteria to inform descriptive feedback - identify student needs and skill gaps to inform our purposeful instruction
20/12/18			If we review provincial data related substance use (based on OSDUHS from CAMH) and share in-school resources available to support students presenting with	Then we: <ul style="list-style-type: none"> - deepen our understanding of the incidence of substance use by youth in

17/01/19			<p>mental health & substance use issues...</p> <p>If we learn more about AODA...</p>	<p>Ontario</p> <ul style="list-style-type: none"> - deepen our awareness of supports available for DVSS students by AY and the process staff may use to access support for students <p>Then we deepen our awareness of how legislation is an important element of ensuring human rights are upheld in learning environments and workplaces.</p>
		TBD - Department representatives for Literacy Skill Gap Closing Team	If we implement a cross-curricular approach to address literacy skill gap closing using high yield strategies...	Then all departments will increase their understanding of the impact of literacy skill gaps on student achievement.
12/11/18 10/12/18	CODE 77	Gardiner, White, Durie, Bertran, Phys Ed & Health Consultant (Moran), Admin	If we collaborate to consider the individualized needs of our current learners...	<p>Then we will add to our repertoire of resources and activities to individualize student programming.</p> <p>Then we create cross school learning teams supported by program release time (Feb 11)</p>
03/10/18 04/10/18 23/10/18 24/10/18 10/10/18 05/11/18 06/11/18 15/11/18 23/11/18	SHSM CODE 77	SHSM Leads: Radix, Toth, Kilby, Krivankova, Loney, Kruis, HWDSB SHSM consultants, Admin	<p>If we deepen our learning about sector-specific opportunities and our understanding of the elements of SHSM programming...</p> <p>If we collaborate to formulate clear action plans...</p> <p>If we collaborate with system SHSM staff...</p>	<p>Then we will understand how to create the conditions for sustainable, quality SHSM programs.</p> <p>Then conditions for sustainable, quality SHSM programs will support all students' pathways to graduation.</p> <p>Then we will provide opportunities for students to earn sector recognized training.</p>
31/10/18	Lunchtime - Tricks, Treats & Trivia Holiday Trivia	Lawson, Henderson, Fox and MHAT students	If we create the conditions for students to feel safe and welcome,	Then the number of students reporting they feel unwelcome will decrease.

18/12/18	Lunchtime - Festivus Fun Facts			
Ongoing	Lunchtime - LC	Supervising Teachers	If we open the LC five days per week (from two days per week),	Then the number of students reporting they have a safe and supportive place to be during lunch hour will increase.
16/01/19 – 23/01/19	Lunchtime - LC	Lawson, Fox, MHAT Students	If our MHAT students create study skills tutorials and mentor our Gr. 9 students to develop effective study skills,	Then students will report feeling better prepared and supported to experience success in their final evaluations.
06/11/18	On site - no release	Admin, Guidance, LRT, SW, Student Success	If we collaborate to know our in-risk students through CARE meetings,	Then we will be able to identify a caring adult and most responsible person to support and track student success.
06/11/18	On site - internal coverage	STRIVE teacher(s), Admin, SW	If we collaborate to know our in-risk Tier 3 students through STRIVE team meetings,	Then we will be able to identify a caring adult and most responsible person to support and track student success.
Ongoing	Lunch and During Admin, Teaching Staff, Class Transitions	All Staff	If DVSS Staff and Admin increase our visibility in hallways, the cafeteria and parking lot,	Then the number of students reporting feeling safe, supported and accepted in the school will increase.
Ongoing	On site - no release		If DVSS Staff and Admin explicitly teach students strategies to use when they witness bullying,	
Ongoing and focus during National Bullying Week			If DVSS Staff and Admin explicitly teach students about the harmful impact of derogatory words and/or phrases and strategies to address bias,	

Ongoing and 10/01/19	CODE 77	Toth, Dupuis Release time for 6 teachers to provide supervision for conference	If we use knowledge building principles and provide opportunities for students to direct their learning about human rights based on their interests....	Then students will make authentic connections to the learning and share their learning with others. Then students will take ownership for their learning to design a student-led conference for youth.