

2016–2017 Student Success Plan School Report

School: AWEC

Principal: Steve Schell

1. What did your school accomplish this year with regard to school improvement?

PROFESSIONAL LEARNING FOR STAFF

Annapolis West Education Centre is involved in a process of Continuous School Improvement (CSI). It is our responsibility as educators to continuously analyze our work and strive to improve so that we can provide meaningful learning experiences to all of our students. We organize our professional learning time to ensure that the time is used wisely in order to have the most positive impact on student achievement and school culture at Annapolis West Education Centre. This year was particularly challenging with the disruption and reduction of professional development days due to the NSTU Work to Rule Job Action and the high number Storm Days.

Professional Learning Communities (PLC's)

To this end, during the 2016-2017 school year, our professional learning communities (PLC's) were grouped in the following areas:

English Language Arts (ELA)

This year ELA teachers discussed needs/challenges based on Provincial Assessment data, created checklist to be used from grade 6 to 12, compiled binders and set up storage space in the teacher's workroom and set data collection dates. By the end of the school year the group will be collecting writing samples (grade 6 samples to be collected asap - other grade levels to be assessed/collected at the end of each ELA course). These will be used to assess and address the overall needs and challenges facing ELA students at AWEC.

Mathematics

The AWEC Mathematics PLC examined provincial assessment data from 2014-2015 and 2015-16. From this data they determined the percentage of AWEC students who met expectations on the latest provincial assessments. The group debated the removal of the provincial testing. They determined that if this were to happen, the group would not not have the same data going forward. The PLC examined the possibility of obtaining copies of old provincial assessments to assess in the future. They also discussed the possibility of provincial assessments being reinstated in the near future. The group contemplated whether or not to make our goal broader or stick to the specific strands. Teachers have started to use some of the action steps in classrooms. The

PLC also collected and documented strategies that can be used in class to assist students who are scoring below expectations to meet expectations.

French Language

The French Language PLC used data from our Diploma in French Language Studies (DELF) assessment results from 2015-2016. Their goal is to increase the success rate of this assessment to above 50%. To achieve this it was decided to focus on testing students in the Integrated French program at the end of Grade 8 and Grade 10 using DELF A1 and A2 mock exams. The group also focused on developing strategies to ensure that our students remain in the Integrated program in Grades 10-12.

Next steps for the French Language PLC include the implementation of a mock DELF exam at the end of this school year. The exam will target which students and what strands to focus on to ensure success for the Grade 12 DELF exam.

Science

This year, the Science Department has been working on ensuring consistency in basic lab procedures and safety measures from grades 6-12 as well as lab reports in science having a similar format. To this end, the PLC standardized the instructions students receive about lab expectations and safety including:

- Evacuation procedures in the event of an emergency.
- The floor plans of the labs as well as the locations of important pieces of safety equipment.

Additionally, the PLC examined and merged the lab safety handouts used in Chemistry, Biology, and Science 9 and 10. They also set guidelines for formal lab reports in Science.

The next steps for this PLC include:

- Ensure that lab procedures are followed. Begin the design of a reporting system for lab “incidents”, which includes behavior concerns.
- Each year, assessing student knowledge of lab spaces and procedures.
- Begin the discussion amongst all science teachers so that all teachers keep a signed copy of student's lab safety contract.
- Moving forward, there is an interest in mapping the scope, sequence and alignment of Science courses in Grade 6-9. Since there seems to be overlap in topics, teachers would like time to make sure that classroom instruction and student activities (especially labs, demonstrations and necessary equipment) are varied from grade to grade. To this end, curriculum documents have been gathered for sharing and discussion.

Phys. Ed.

In an effort to align curriculum in Grades 6-9, the Phys. Ed. PLC worked towards developing a gradual increase in the difficulty of skills and their performance throughout the Grades 6-9 gymnastic program. The group created rubrics from Grades 6-9 that follow a checklist approach while gradually increasing the difficulty level. This rubric will be used this year and will help towards establishing our baseline data. This will allow the PLC to finalize which skills will be tracked year to year for each grade level.

Options & Opportunities/Skill Trades/Music

This year, the Options and Opportunities/Skill Trades/Music programs PLC have been working on ensuring consistency in learned and applied skills as students make decisions regarding volunteerism, workplace, co-op, as well as other experiential opportunities to learn. Specifically, the group is working towards being able to quantify and assess if:

- Students are able to interpret instructions specific to a concept.
- Students are able to transfer information and learning to the classroom, workplace & post secondary studies.
- Students are able to integrate concepts and skills in order to present a finished product.

Next steps for this PLC include:

- Creating and applying rubrics to ensure progress and completion of learning
- Evaluate and assess rubric findings.
- Developing tools for student reflection on learning that provides evidence of progress.
- Documenting strategies that can be used in class to assist students who are scoring below expectations so success for them is attainable.
- Design strategies to assist the student in reaching learning goals.
- Co-op placement reports from mentors used in designing activities to help students meet outcomes.
- Products/Services evaluated for purpose of showing understanding of reaching learning outcomes.

Student Tracking

A new PLC at AWEC this year was created to track the successes of past and future AWEC Grad's. The group compiled a working list of graduates for the past three years. The group considered student success at the postsecondary level. The PLC collected data to determine the success rate of AWEC students at both the Community College and University level. The group hopes to determine if students are prepared for post-secondary coursework. They plan to create a student survey that will collect more

feedback from past graduates. Next year they will include the grad's of 2017 and will continue to monitor and update past AWEC student success. This data will provide key evidence to help determine what past graduates consider beneficial from their AWEC experience and what AWEC could do to better prepare them for their postsecondary pursuits.

2. As you continue this process in your school, what supports do you anticipate needing?

Supports required to properly move forward for school improvement at AWEC begins with having the time available for teachers to collaborate within their PLC's. It is anticipated that next year will have less upheaval and be more conducive to this. Additionally, fiscal resources need to be directed towards providing teachers with more time to collaborate one another to meet goals. This would include hiring substitute teachers so that teachers can take time to visit other classrooms, visit other schools and participate in additional professional development opportunities.

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