



**Needs Assessment**

<u>OSSLT First Time Eligible Students</u> **Fully Participating Data Used					<u>Grade 9 English Course Pass Rates</u>				<u>Grade 10 English Course Pass Rates</u>			
Year	Overall	Academic	Applied	Essential	Year	Academic	Applied	Essential	Year	Academic	Applied	Essential
March 2006	93%	97%	59%	deferred	2006 – 2007	99%	92%	100%	2006 – 2007	95%	98%	94%
March 2007	84%	94%	43%	deferred	2007 – 2008	93%	87%	80%	2007 – 2008	97 %	84%	92%
March 2008	91%	99%	62%	deferred	2008 – 2009	95%	91%	95%	2008 – 2009	94%	75 %	100%
April 2009	77%	97%	60%	6%	2009 – 2010	93%	86%	79%	2009 – 2010	91%	88%	94%
April 2010	79%	96%	67%	23%	2010 – 2011	97%	94%	91.3%	2010 – 2011	91%	77%	100%
March 2011	73%	93%	60%	18%	2011 – 2012	99.4%	96.9%	96.2%	2011 -2012	98.2%	86.3%	100%
March 2012	74%	94%	56%	11%	2012-2013	96.5%	89.9%	96.5%	2012-2013	95.4%	91.3%	100%
April 2013	71%	87%	55%	8%								

  

<u>OSSLT Gender Gap Analysis</u>	
Date	Gender Gap
March 2007	6%
March 2008	7%
April 2009	16%
April 2010	16%
March 2011	10%
March 2012	11%
March 2013	5%

**Data Analysis/Concerns**

OSSLT results continue to fall. Very poor results in academic, applied and essential students. The gender gap was reduced. Pass rates for applied students continue to be a concern. The gender gap reduction goal was met for 2012-2013; however this was not something where significant processes were put in place to address the goal. It may be attributed to an increase in the number of female students who did not pass the OSSLT last year.

**SMART GOALS for LITERACY**

- OSSLT Goals** \* Data will be for fully participating students only.
- In April 2014, **95% of academic English students will pass the OSSLT.**
  - Of first time eligible applied level and essential level English students there will be a **5% increase** in the pass rate on the OSSLT.
  - The **gender gap will remain at 5%.**



Plan, Design and Implementation Strategies				Monitoring and Evaluation Strategies		
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<ul style="list-style-type: none"> <li>SSA will be based on the 6 Components of the School Effectiveness Framework.</li> <li>Instruction and Assessment will be differentiated in all classes.</li> <li>Learning skills will be explicitly taught in all classes including Life skills classes.</li> <li>Class time will be protected with as few interruptions as possible. The J&amp;J rule will be applied in all cases, except Outdoor education where one trip will be allowed to go in the first few days of June.</li> <li>Teachers will provide instruction that is inclusive and fair to all students.</li> <li>Teachers will attempt to continuously increase the use of technology including Smartboards, data projectors, Elmos, voice recorders and a range of relevant websites such as blogging sites, Facebook, Twitter, Voki and others.</li> <li>Training for staff in how to provide effective feedback for students on work.</li> <li>Teachers will set ambitious goals with their students to constantly work toward improving achievement.</li> <li>Teachers will work in collaborative teams to ensure consistency in assessment and evaluation.</li> <li>Facilitate cross-subject teacher collaboration and classroom visits to share and develop practices of authentic project based learning for all pathways – from DR next steps.</li> <li>Literacy team with members from all departments committed to OSSLT tasks in all program areas.</li> </ul>	<p>Purchase technology to support the expectations including iPads for Centre students</p> <p>Phil Davison help Essential teachers encourage the students to use assistive technology to their advantage for the OSSLT.</p> <p>Staff learning team to implement Lesson Study as part of teacher learning together.</p> <p>New Literacy strategies to be implemented by a completely new team.</p> <p>Weekly Literacy tip from Lit Coach posted on chatt.</p> <p>PPEC school wide format for paragraph writing.</p>	<p>Workshop for teachers on how to provide effective feedback to students.</p> <p>Focus teacher learning on SEF indicators 1.1, 1.3, 1.4, 2.4, 3.3, 4.3 and 5.2.</p> <p>Admin will focus on SEF indicators 5.2, 6.1 and 6.3.</p> <p>English teachers will review texts and readings to ensure they are culturally responsive to the needs of our students.</p>	<p>Parent event to explain the OSSLT and how to support students who have to write it.</p> <p>Post the SIP on the CKSS website.</p> <p>Introduce the SIP at the December School Council meeting.</p> <p>Send School council chairs and trustees a copy of the SIP.</p>	<p>School Self Assessment in April 2014</p> <p>Feedback from teachers about the effectiveness and usefulness of training, PD and Staff Learning sessions.</p> <p>2014 OSSLT data</p> <p>2014 TTFM survey</p>	<p>Don Featherstone – new Literacy coach.</p> <p>Scott Williamson will be responsible for Literacy on behalf of Admin.</p> <p>Andrew Brennan assumes responsibility for Literacy as part of his school wide responsibility on the leadership team.</p> <p>Jeff Catania from SP to support CKSS this year</p>	<p>The leadership team will review all data in September 2014.</p> <p>Data analysis will occur, concerns will be discussed and new goals will be set.</p>



**Needs Assessment**

<u>EQAO Grade 9 Mathematics</u> Percent of students who achieve level 3 & 4			<u>Grade 9 Mathematics Course Pass Rates</u>				<u>Grade 10 Mathematics Course Pass Rates</u>			
Year	Academic	Applied	Year	Academic	Applied	Essential	Year	Academic	Applied	Essential
2006 – 2007	65%	33%	2006 – 2007	90%	73%	94%	2006 – 2007	91%	61%	88%
2007 – 2008	73%	48%	2007 – 2008	90%	80%	94%	2007 – 2008	80%	76%	82%
2008 – 2009	79%	55%	2008 – 2009	84%	88%	93%	2008 – 2009	77%	68%	83%
2009 – 2010	90%	59%	2009 – 2010	95%	82%	75%	2009 – 2010	71%	69%	93%
2010 – 2011	92%	64%	2010 – 2011	95%	90%	86.7%	2010 – 2011	78%	75%	89%
2011 – 2012	98%	66%	2011 – 2012	97.6%	91.8%	96.7%	2011 – 2012	88.6%	83.1%	97.9%
2012 – 2013	93%	54%	2012 – 2013	94.2%	90.6%	97.2%	2012 – 2013	86.8%	91.2%	97.8%

  

<u>EQAO Math Attitudes – Academic</u>				<u>EQAO Math Attitudes – Applied</u>			
Year	I like Math	I am good at math	Math I learn is useful	Year	I like Math	I am good at math	Math I learn is useful
2008 - 2009	52%	40%	35%	2008 - 2009	42%	51%	49%
2009 – 2010	53%	53%	35%	2009 – 2010	36%	43%	46%
2010 - 2011	56%	64%	47%	2010 - 2011	24%	35%	35%
2011 – 2012	70%	69%	39%	2011 – 2012	33%	36%	27%
2012 - 2013	57%	53%	37%	2012 - 2013	29%	25%	32%

**Data Analysis/Concerns**

Pass rates in applied classes continue to be a concern.  
 Math attitudes fell last year in both academic and applied students.  
 Fewer students achieved level 3 & 4 on the EQAO test in Grade 9 math.  
 Grade 10 academic pass rates fell.

**2012 SMART GOALS for NUMERACY**

- EQAO Goals
- **95% of all academic mathematics** students and **70% of all applied mathematics** students will score at level 3 or 4 on the January and June EQAO assessments of mathematics.
- Pass Rate Goals
- **Math pass rates will increase in Grade 9 and 10 by 5% at all levels.** This will represent 99% pass rate in grade 9 academic, 95% pass rate at grade 9 applied, 91% pass rate in grade 10 academic and 96% pass rate in grade 10 applied math.
  - **All grade 9 and 10 essential students will have a pass rate of 100%.**



Plan, Design and Implementation Strategies				Monitoring and Evaluation Strategies		
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<ul style="list-style-type: none"> <li>All teachers will make connections for students so they clearly see the relevance of what they are studying.</li> <li>All teachers will use diagnostic data to plan differentiated instruction and to plan interventions.</li> <li>Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</li> <li>Students will participate in setting goals and actions for improvement with Student Services. They will implement the goal-setting tool in My Blueprint.</li> <li>All teachers will co-construct learning goals and success criteria and use it to provide ongoing and effective feedback.</li> <li>All math teachers will teach through mathematical concepts using the 3 part lesson strategy and focus on inquiry.</li> <li>Implementation of appropriate technology by all teachers to increase motivation and interest.</li> <li>Learning goals and success criteria are expressed in a language that is meaningful to students.</li> <li>Ongoing feedback to students is timely, explicit, constructive and is linked to success criteria.</li> </ul>	<p>Teachers will have collaboration time during staff learning meetings to explore ways to ensure students see the relevance of what they are learning.</p> <p>My Blueprint website at <a href="http://www.myblueprint.ca">www.myblueprint.ca</a> Students will use this to create and update academic goals.</p> <p><b>Books:</b> Self-Assessment and Goal Setting, Setting and Using Criteria, Leading the Way to assessment for Learning.</p>	<p>Applied team to examine the program we are delivering.</p> <p>Leadership team to examine failure rates in math at mid-semester (26% in math, 15% in science, 10% in English)</p>	<p>Feeder school dinner to connect all intermediate teachers – Dec. 5, 2013</p> <p>Continue to educate parents about choosing the pathways where students can be successful. (start at Grade 8 parent night)</p> <p>Share data with School Council about student success rates and pathways.</p> <p>Parent Engagement Night in January will focus on Pathways and course selection.</p>	<p>School Self Assessment in April 2014.</p> <p>Feedback from teachers about the effectiveness and usefulness of training, PD and Staff Learning sessions (exit passes)</p> <p>2013 – 2014 EQAO data for Gr. 9 math.</p> <p>May 2014 TTFM survey</p>	<p>Math Success teachers – Howard Harper &amp; Amy Lin</p> <p>Math/Science Program Leader – Howard Harper</p> <p>Grade 9 and 10 Math/Science teams.</p> <p>SPED Leader – Shawn Morris</p> <p>Program leader for Student services – Deb Powell</p> <p>All teachers to promote numeracy across the curriculum.</p> <p>Admin</p>	<p>The leadership team will review all data in September 2014.</p> <p>Data analysis will occur, concerns will be discussed and new goals will be set.</p>



**Needs Assessment**

**Credit Accumulation**

Year	Gr. 9 with 8	Gr. 10 with 16
2008 – 2009	82%	75%
2009 – 2010	85.6%	76.1%
2010 – 2011	91%	61%
2011 – 2012	91.4%	78.2%
2012 – 2013	91.4% (95.6)	84.4 % (89.6)

**SHSM Programs Enrollment**

Year	A&C	Bus	Hosp	Green	ICT	S J	Trans	Total	% of total
2010 – 2011	N/A	31	6	N/A	6	N/A	N/A	43	
2011 – 2012	18	40	13	19	7	N/A	N/A	97	7.8%
2012 – 2013	48	30	17	17	26	10	7	155	11.5%

**SHSM Graduation Rates**

Year	#SHSM grads	Total # grads	Percent SHSM
June 2011	10	185	5.4%
June 2012	11	187	5.9%
June 2013	42	182	23%

**Data Analysis/Concerns**

SHSM enrolment is increasing. We have a high degree of commitment to these programs. They are having an impact on the graduation rates of our workplace and college bound students.

We should consider other data that will help us better understand how we continue to increase graduation rates.

**2012 SMART GOALS for PATHWAYS**

- Credit Accumulation Goal**
- **95% of grade 9 students** will achieve at least 8 credits **and 90% of all grade 10 students** will achieve at least 16 credits by the end of August 2014.
- SHSM Goal**
- **SHSM program enrolment will increase 15%** for September of 2014. This will represent a total SHSM enrolment of 178 students.



Plan, Design and Implementation Strategies				Monitoring and Evaluation		
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<ul style="list-style-type: none"> <li>All teachers will use diagnostic data to differentiate instruction and plan interventions. Scaffolding and the gradual release model will be used to respond to the needs of individual students.</li> <li>All teachers will co-construct learning goals and success criteria and use it to provide ongoing and effective feedback.</li> <li>All teachers will explicitly teach the Learning Skills with emphasis on Self Regulation.</li> <li>Students are <u>regularly</u> engaged in higher order thinking skills and the completion of meaningful, respectful, open ended and contextual tasks.</li> <li>Speak Up student voice initiative</li> <li>All teachers make contextualized connections for students like using non-fiction reading and writing examples. Teachers will make connections to real world examples as much as possible.</li> <li><b>Think:kids</b> philosophy will permeate all interactions with students.</li> <li>Credit recovery for theory in tech classes.</li> <li>Grade 10 SHSM assemblies and workshops in December &amp; January to promote SHSM at CKSS.</li> <li>Knowledge and effective instructional practices are shared through co-planning, co-teaching, co-marking and mentoring.</li> <li>Curriculum and programs provide students opportunities to experience real life situations and to develop and refine transferable skills.</li> </ul>	<p><b>Think:kids</b> website at <a href="http://www.thinkkids.org">www.thinkkids.org</a></p> <p>Plan B Flash cards for all staff.</p> <p>Garfield Gini Newman’s Critical Thinking website at <a href="http://www.tc2.ca">www.tc2.ca</a></p> <p>Edu-Gains website at <a href="http://www.edugains.ca">www.edugains.ca</a></p> <p>Student success sections given to Lesley Montgomery in guidance to oversee the SHSM programs.</p>	<p>Dr. Stuart Ablon to return to CKSS to train all staff on November 22, 2013.</p> <p>SHSM lead to explain the program to all staff at the December staff learning meeting.</p>	<p>Parents invited to attend Dr. Ablon’s evening event on Nov. 6, 2013.</p> <p>SHSM pathways nights for parents attended by our staff.</p> <p>School Council Presentations about pathways.</p> <p>Coop teachers to build relationships in the community to increase program.</p> <p>In-school Pathways assemblies</p> <p>Auto teachers arrange visits to the tech programs by all grade 8 students in our feeder schools</p> <p>Life Skills 5<sup>th</sup> pathway and coop</p>	<p>Self Regulation data from report cards.</p> <p>School Self-Assessment in April 2014.</p> <p>Feedback from teachers about the effectiveness and usefulness of training, PD and Staff Learning sessions.</p> <p>2014 TTFM survey</p>	<p>Nemanja Pjanic is leading the Speak Up Project.</p> <p>Lesley Montgomery is the SHSM lead teacher.</p>	<p>The leadership team will review all data in September 2014.</p> <p>Data analysis will occur, concerns will be discussed and new goals will be set.</p>



**Needs Assessment**

**Data Analysis**

TTFM Year	Positive Sense of Belonging	Positive Relationships at school	Value School Outcomes	Regularly Truant	Interested and motivated in school	Feel challenged in Eng. Math Science	Demonstrate positive self esteem	Try hard to succeed	Report being bullied
2011	77%	79%	69%	42%	26%	41%	70%	68%	19%
2012	66%	77%	71%	39%	26%	43%	69%	63%	21%
2013	64%	75%	66%	30%	34%	52%	65%	68%	13%

**Data Analysis/Concerns**

Data taken from the Spring 2013 TTFM survey indicates a decrease in many of the components. There seems to be unexplained fluctuations in the data from the TTFM from year to year. We wonder if the students really take the survey seriously. The number of students who report being bullied has dropped and therefore our goal from last year was met. Our goal was a 5% decrease and the actual was an 8% decrease.

**2012 SMART GOALS for SAFETY & WELLBEING**

**On the TTFM survey in May 2014, CK students will report**

- a **5% increase** in positive responses to the Survey questions related to: **Sense of Belonging, Positive Relationships at school, Value School Outcomes, Regularly Truant**(5% decrease), **Interested and motivated in school, Feel challenged in Eng. Math Science, Demonstrate positive self esteem and Try hard to succeed.**
- Report being a **5 % decrease** in the number of students who report being victims of bullying in the month prior to the survey.





Plan, Design and Implementation Strategies				Monitoring and Evaluation Strategies		
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<ul style="list-style-type: none"> <li>Students will be provided with choices based on prior knowledge, interests and learning preferences.</li> <li>Teachers will choose resources that are relevant, current, accessible and inclusive.</li> <li>All teaching and learning will explicitly teach 21st century content, global perspectives and learning skills.</li> <li>Opportunities are provided for students to develop and strengthen their peer, school and community relationships through leading service projects.</li> <li>Teachers and students are co-creators of the learning environment and students see their successes, culture and views represented.</li> <li>HAL classes will specifically use the Developmental Assets Framework.</li> <li>Students will be grouped and re-grouped in response to their strengths, needs and prior learning.</li> <li>All teachers will continue to work on implementation of the School Effectiveness Framework components.</li> <li>Admin will interview returning Grade 12 students.</li> <li>Authentic learning experiences and experiential learning are built into all subject areas and programs.</li> <li>The school and community build partnerships to enhance learning opportunities for all students.</li> </ul>	<p>Connection to FTC and Me to We through Craig and Kerry.</p> <p>Student Engagement \$</p> <p>Public Health Nurse YSW – Uzma Kazi</p> <p>Developmental Assets website at <a href="http://www.search-institute.org">www.search-institute.org</a></p>	<p>Monitor number of teacher Link Crew leaders – train more if necessary</p> <p>COYO conference for members of SSAT.</p> <p>Support for teachers to attend subject based learning conferences such as OSCA and STAO.</p> <p>Loretta Penny – Black History Month Presentation in February.</p> <p>CPS Tier 1 Intensive training for 4/6 staff in Boston with Dr. Ablon in summer of 2014.</p> <p>December staff learning meeting will focus on culturally responsive teaching &amp; the 7 equity lenses.</p>	<p>Rachel’s Challenge event for Milton Community – Admin visits</p> <p>Connection to local Majiid</p> <p>Football fundraising parent team</p> <p>Health Department nurse part of SSAT and on site Wednesdays.</p> <p>Mental Health nurse meets regularly with some of our students.</p> <p>Community clean up spring and fall – whole school event.</p>	<p>School Self Assessment in April 2014.</p> <p>Feedback from teachers about the effectiveness and usefulness of training, PD and Staff Learning sessions.</p> <p>2014 TTFM survey</p>	<p>Dean Lane – Safe School Action team leader</p> <p>Dave Spragge – CK mental Health lead</p> <p>Jenn Brown – Cultural Proficiency lead</p>	<p>The leadership team will review all data in September 2014.</p> <p>Data analysis will occur, concerns will be discussed and new goals will be set.</p>