



Secondary School Plan for Continuous Improvement 2019-20

School: NORTH PARK COLLEGIATE & VOCATIONAL SCHOOL

Achieving Excellence-Student Achievement

Principal: SUSAN NOORT

Needs Assessment	School Findings	
	Historical Data	OSSLT PASS RATE: 2018/19 = 72% (Board Pass Rate = 63%) 2017/18 = 69% 2016/17 = 71% EQAO Math – (Provincial Standard of Level 3 or 4): 2018/19 = 82% (Board Rate = 79%) 2017/18 = 96% 2016/17 = 93%
	In-Year Data	Although there was a decline in EQAO Math results in 2018/19, we are still above the Board level results. Cohort data also shows that our Grade 9 students scored low in Grade 3 and Grade 6 testing which certainly makes an impact on our Gr. 9 results.
	Perceptual Data	A recent literacy pre-assessment in reading indicates that while students do very well (approx. 81%) with explicit questions, they struggle with implicit (60%) and making connections style questions (64%). In the writing pre-assessment, students averaged level 3 with main idea, details/supporting opinion and organization components, but scored a level 2 on communication. Areas of strengths in numeracy include: processing skills, numeracy and compilation skills, interest level and engagement (at the academic level) and willingness to seek help. Areas of need in numeracy include: literacy skills which impact interpretation of problems, engaging prior learning skills/recall, and engagement in the Locally Developed and Applied pathways.

2016-20 Multi-Year Plan	Related Indicators:	School Priorities:
	<ul style="list-style-type: none"> • Achievement • Technology 	<ol style="list-style-type: none"> 1. Fundamentals of Math 2. Cross-Curricular improvement in Literacy

Evidence-Based Instructional Strategies	Evidence of Progress (Level: school, classroom and/or student)	Timelines	Responsibilities
1) Student Engagement	We have a very dedicated & creative group of teachers who seek to engage students in active, varied and relevant learning	Year round	All staff
2) Educating students and parents about proper pathways to ensure success	Strong core courses for grade 9 and 10 students, better EQAO scores	Year round	All staff
3) Resiliency/Problem Solving Training with students	Students are utilizing resources provided to them including: student success, CYW's in the classroom, sensitivity training, resource, guidance, community resources)	Year round	School staff, CYW's, Community Resources

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4) Multiple ways to demonstrate learning	Student voice is critical and taken into account Students see themselves in course content Choice of tasks for assessment	Year round	Teaching staff
5) Additional 'pullout' support	More referrals to student success and credit recovery leading to higher credit attainment	Year round (especially after progress & midterm reporting periods)	Classroom teachers, credit recovery and student success staff
6) Direct Instruction and Descriptive Feedback	Modelling of task completion, learning a new skill. Ongoing feedback is leading to improvement and overall credit accumulation because students know what skills they need to work on	Year round	Teaching staff

Resources Required	Curricular activities, guest speakers, CYW support
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Professional Learning Plan Implementation	Discussion and Professional Development on topics including Differentiated Instruction, Descriptive Feedback, the importance of Student Voice, and Student Engagement.
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Promoting Well-Being

Needs Assessment	School Findings	
	Climate Survey Findings	<p>The Climate survey has not been conducted in a few years however, student and staff wellness remains a top priority and considerate planning will help to achieve this.</p> <p>Highlights from the Student Data Survey that guided our planning include:</p> <ul style="list-style-type: none"> 75% of students feel they get along with other students 72% of students feel accepted by others 64% of students feel the school is a friendly and welcoming place

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Our plan is to ensure students feel welcome, safe, and a sense of belonging

2016-20 Multi-Year Plan	Related Indicators: <ul style="list-style-type: none"> • Well-Being • Environment • Community 	School Priorities: <ol style="list-style-type: none"> 1. Wellness Champions Support 2. Overall staff and student wellness
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High Yield Strategies / Actions	Evidence of Progress <small>(Level: school, classroom and/or student)</small>	Timelines	Responsibilities
1) Welcoming environment	School pride and welcoming environment is evident upon walking through our front doors. Along with our one-of-a-kind “Welcome Wall” in 70+ languages, we will also have the new Indigenous welcome sign posted in or near the main entrance. Doors open in the morning, teachers greeting students	Year round	Admin, Custodial, Facilities Staff, Teaching Staff
2) Mindfulness Day in classes	Stress management, developing empathy toward others	Year round	Teaching Staff
3) Daily physical activities	Better overall health, stress and anxiety reduction, social/teamwork skills, fun and improved attendance	Year round	All staff
4) Classrooms and Clubs available to students at lunch/promoting belonging and community	Students have somewhere to go, feel welcome and accepted. Not everyone is comfortable going to the cafeteria	Year round	Admin, Teaching Staff
5) Class discussions of community resources and supports where appropriate/relevant to course content	Anecdotal conversation with staff, students and parents Students and parents have a better understanding of where/how to seek support	Year round	Admin, Teaching Staff, Guidance, Community Supports, CYW’s, Health Nurse, GEDSB Wellness Supports
6) Proper placement of students with employers (co-op)	Students are successful and developing career skills Positive connection with community partners	Year round	Co-op staff, community partners/employers

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7) Mental health initiatives for staff (beyond wellness emails)	Behavior and attendance issues are supported Increased classroom support Fun	Year round	Admin, Board Mental Health Support Staff/Initiatives
8) Safe, alternative spaces for students at school	Use of credit recovery room, Room 110 (support room), guidance, student success, learning commons (2020)	Year round	Admin, Student Success, Teaching Staff, Guidance
9) Sports/Athletics	Girls-Only Phys Ed and co-ed courses Football Camp and multiple team opportunities Involvement and a sense of belonging 77 grade 9's in 2018/19 played one or more sports! 316 total students in 2018/19 played one or more sports!	Year round	Phys Ed Staff, Guidance
10) Guidance Staff meet with all Gr. 9/new students individually	Students appreciate this one-on-one meeting Students will know immediately where to go for supports	September/February	Guidance Staff
11) Staff Wellness – Supporting and Welcoming new staff	Everyone is welcoming New staff know appropriate school procedures (emergency, attendance reporting, etc) More staff social events to get to know each other, and for fun	Year round	Admin, Teaching Staff

Resources Required	Human: Guest speakers (mental health, wellness, Link Crew initiatives, PD), Staff expertise Material: Wellness, GEDSB Stress Binder
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Professional Learning Plan Implementation	Working continuously with stakeholders to identify wellness activities and initiatives. Encouraging staff to promote wellness among themselves and the community by engaging in one or more of the wellness initiatives stated above.
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Ensuring Equity

Needs Assessment	School Findings	
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	Climate Survey Findings	<p>The recent GEDSB Student Climate Survey gave us some important data about our students.</p> <p>7% of North Park students identify as being indigenous</p> <p>There are MANY cultures represented in our student population so we need to consider this in our planning, course content and daily activities</p> <p>37% of North Park students identify as having a disability</p> <p>It is so important to recognize that while some disabilities are visible, many are not</p>
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2016-20 Multi-Year Plan	Related Indicators:	School Priorities:
	<ul style="list-style-type: none"> • Equity • Environment • Community 	<ol style="list-style-type: none"> 1. Student Census Results- Next Steps/Focus 2. Everyone feels safe and included

High Yield Strategies / Actions	Evidence of Progress (Level: school, classroom and/or student)	Timelines	Responsibilities
1) Upgrades to accessibility	Automatic doors on Guidance Office for wheelchair accessibility Upgrade one of the kitchens in Family Studies so it is accessible to students in wheelchairs	Begin process early in the year Possible Pride of Place submission	Admin, Teaching Staff, Facilities
2) Promotion of Trades and provide information about women in trades, science and engineering	Special events at the school to promote this (similar to last year) Recognition that not every student is bound for college or university	Year round	Guidance, Teaching Staff, Admin, Experiential Learning, Coop
3) Incorporation of activities/clubs from many cultures	Enhanced learning/celebration of the multiculturalism in our school Learning the origin of many sports/activities (dance, yoga, lacrosse)	Year round	Teacher advisors for clubs and sports
4) Continued modification/accommodation for students and staff with injuries or disabilities	Students and staff are able to participate successfully and feel included	As necessary, year round	All staff
5) Connecting students to the appropriate supports and services in a timely manner	Improvement in attendance, achievement and overall health	Year round	

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6) Up-to-date and increased technology	Equal access to technology that is efficient Programs that make booking the labs and library easier	Year round	Guidance, Student Success, Resource/LRT, Admin, CYW, SW Admin, IT, Ed Tech, Staff resources
7) Student Voice (task completion, text selection, experiential learning, drama, art, tech projects)	Increased engagement/participation, higher credit accumulation Students feel involved in their learning	Year round	All Staff
8) Using student identified names and pronouns (gender)	Students feel accepted and comfortable with who they are	Year round	All Staff
9) Awareness around student cultural holidays and their effect on learning (ie; Ramadan when students are fasting)	Consideration of the fact that students may be tired, decreased work load and deadlines during this time Awareness/announcements to recognize the holidays	Year round	All Staff
10) Club Fair to represent interests of all students	Clubs that already exist are promoted to increase membership, but this is also an opportunity for student voice to start new clubs that represent their interests, culture, or something they feel passionate about	Occurred in October	Guidance, Students, Staff Club Advisors

Resources Required	Human: teachers, librarian, Ed Tech, IT, local trades/businesses Material: curricular materials, library/learning commons, cultural resources/literature
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Professional Learning Plan Implementation	We kicked off the school year with a special Period 1 assembly by Live Different for all Grade 9-10 classes known as Own Your Story . This Indigenous Youth Empowerment Program was followed by optional Sharing Circles in Periods 2, 3, 4 for Grade 9-10 classes. The program is designed to empower youth to “ <i>discover their own intrinsic value and see the power in their story. In public schools, we focus on building positive relationships between Indigenous and non-Indigenous students, helping students to recognize the thread that binds us all.</i> ” This program has also been commended for supporting student mental health/wellness, and has been extremely well received in schools across Canada with 100% of educators surveyed recommending a return visit.
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