



Principal: Brian Serafini

WELLINGTON HEIGHTS SCHOOL IMPROVEMENT PLAN

Date: 2011-2012

MISSION		CORE VALUES & PRIORITIES	
<p><i>The mission of Wellington Heights Secondary School which serves a distinct rural community is to maximize our students' potential for excellence in learning. We will achieve this through diverse learning experiences and opportunities promoting life-long learning and personal development. We will provide a safe, supportive and stimulating environment that fosters pride, respect, and friendship.</i></p>		<p style="text-align: center;">Pride ← → Respect ← → Friendship</p> <ul style="list-style-type: none"> - In our school, our community - In the achievement of others - In our own achievement - For ourselves, each other - For our learning environment - For our school, community - Create a welcoming, safe environment - Create a mutually supportive school community 	
OVERALL NEEDS ASSESSMENT			FOCUS FROM SCHOOL SELF ASSESSMENT SURVEY 2010
EQAQ LITERACY			<p>ASSESSMENT FOR, AS AND OF LEARNING</p> <p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</p> <p>SCHOOL AND CLASSROOM LEADERSHIP</p> <p>2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</p> <p>2.5 Staff, students, and school community promote and sustain student well-being and positive behavior in a safe and healthy learning environment.</p> <p>STUDENT VOICE</p> <p>3.3 Students are partners in conversations about school improvement.</p> <p>CURRICULUM, TEACHING AND LEARNING PRACTICES</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress, and achieve.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>
2010	2011		
First Time Eligible	80%	78%	
Previously Eligible	75%	43%	
Academic students	99%	98%	
Applied students	66%	64%	
Essential students	29%	9%	
Special Needs students	37%	30%	
Special Needs students receiving accommodations (IEP only)	47%	25%	
Special Needs students receiving accommodations (IEP and IPRC)	25%	38%	
EQAQ MATHEMATICS LEVEL 3 AND ABOVE			
Academic students	87%		
Applied students	39%		
CREDIT COUNT			
Grade 9 with 8 or more	75%	81.3%	
Grade 10 with 16 or more	65%	64%	
COMPULSORY COURSE BREAKDOWN (GR. 9)			
	Academic	Applied	
English	100%	78.5%	
Mathematics	96.1%	89.7%	
Science	97%	74.6%	
Geography	98.3%	86.1%	
History	95.1%	81.6%	
French	96.4%	96.5%	
Careers (open)	90.3%		
Civics (open)	92.3%		
LEARNING GOALS FOR 4-5 YEARS			
<ol style="list-style-type: none"> 1. Enhance effectiveness of learning teams, teacher collaboration in order to improve student learning 2. Increase scores in EQAQ Literacy and Numeracy. Focus on applied and identified students 3. Reduce the incidents of bullying/harassment in the school with an increased focus on equity/ inclusivity 4. Reduce the number of non school-related absences 5. Increase effective communication between school partners – staff, students, and parents 			

STRATEGIES/ACTION STEPS	RESOURCES	MONITORING
<p>1. Provide professional learning opportunities for staff to assist them in facilitating an effective PLC. Focus on the 4 essential questions of effective PLC's. Responsibility for the success of all students is demonstrated. Utilize UBD, assessment "for", "as", and "of" learning, and D.I. in lesson design and implementation. Find an appropriate balance between learning experiences outside of the classroom and protecting instructional time.</p>	<p>PLC Release time Money for PD set aside in school budget Training/PD opportunities In-services/workshops</p> <ul style="list-style-type: none"> • Learning Fair • Board/Ministry workshops • Subject specific PD <p>Resources for departments Expert instructional practice strategies at staff meetings Event sheet to organize school events to protect instructional time</p>	<p>CHAIR: B. KOSEMPEL Admin team Admin Period Leadership Team PLC school team Student Success</p>
<p>2. Identify gaps in student achievement on the EQAO math and literacy test in order to create and implement high yield strategies to narrow the gap. Literacy and numeracy instruction is inquiry based. Cross- curricular planning and programming enables students to practice and apply literacy and numeracy knowledge and skills in meaningful ways. Focus on effective strategies to ensure student understand how to approach/take a test.</p>	<p>Data analysis of essential/applied/academic/open success rates EQAO Literacy/Math test results School Self-Assessment Survey Dropout rates LSA/Closing the Gap projects Identify "at-risk" students and provide small group support well in advance of OSSLT PD for teachers teaching at-risk students Utilize Board resources for data collection and interpretation</p>	<p>CHAIRS: S. BELL/B. ILLINGWORTH Admin team Student Success & Guidance staff Leadership Team Literacy and Numeracy Teams</p>
<p>3. Strengthen the inclusivity of all our programs within the classroom and create an inclusive environment that recognizes and affirms our individuality and uniqueness. Resources for students are relevant, current, accessible, and inclusive.</p>	<p>Embed inclusivity within course curriculum Classroom management strategies establish safe, caring, and healthy learning environments Student, staff, and parent feedback Assemblies that address issues of inclusivity, bullying, and social diversity Student initiated equity team to develop strategies to improve school climate Visible symbols throughout the school promoting inclusivity Processes in place to welcome support new students and staff LINK crew</p>	<p>CHAIR: J. ROWDEN Admin team Leadership Team Student Council School Council</p>
<p>4. Review current attendance policy, develop and implement consistent attendance strategies to improve student attendance. School/Student Success teams meet on an ongoing basis to review student progress.</p>	<p>School attendance policy Information from other schools Data on what is/is not working Attendance committee Staff information sessions Increased use of Attendance counselor Establish closer links with community agencies Effective and increased monitoring of grade 9 and 10's by administration Increased involvement by the Attendance Counselor</p>	<p>CHAIR: J. ARBUCKLE Admin team Leadership Team Admin Period Attendance Committee Attendance and Social Counselor CADS counselor</p>
<p>5. Communication and collaborative planning result in early intervention to support students. Methods are in place to provide students and parents with information about critical information. Various strategies are used to communicate and engage parents. Participation in community activities is</p>	<p>School website Synervoice Utilization of Note Pad in Maplewood PLC teams Investigate feasibility of electronic sign</p>	<p>CHAIR: B. SERAFINI Admin team Administrative staff Leadership Team</p>

supported.	Feedback to teachers regarding students sent to office in a reasonable amount of time IST/CST meetings Encourage parents to supply email addresses	
------------	--	--

EVALUATION/REFLECTION (end of year)

--